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THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

COMMITTEE A, ACADEMIC FREEDOM AND TENURE
SOCIETIES AND FOUNDATIONS

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GENERAL ANNOUNCEMENTS

ANNUAL MEETING.—By vote of the Executive Committee, the annual meeting will be held at Cincinnati on Friday and Saturday, December 30 and 31. The meeting will be on a delegate basis, like that at Columbus in 1923.

NOMINATING COMMITTEE

To The Membership:

Your Nominating Committee desires your active cooperation in selecting a representative group of men and women whom it can nominate to the Association at its meeting next December for election as President, Vice-President, and ten Councilors.

The kind of persons whose names are desired are those who, believing in and being interested in the work of the Association, are giving their thought and services actively to the work of their local chapters, who will be able and willing to attend the next two or three annual meetings at some expense of time and money, and who collectively will represent somewhat proportionately all branches of academic, scientific, and professional education, and all sections of our country.

Your Committee will be grateful if you will please consider this matter personally, in chapter meeting, or otherwise, and will submit to the Committee now, or before October first at latest, the names of those persons (giving the full name, rank and title, and the reasons for suggesting each of them) who in your judgment will meet the needs and do honor to the Association. Please address your letter to the Chairman of the Committee.

A. F. CARPENTER, Washington (Seattle)
G. D. HANCOCK, Washington and Lee
R. H. KENISTON, Chicago
H. L. RIETZ, Iowa
MARION P. WHITNEY, Vassar
W. T. MAGRUDER, Ohio State
Chairman, Columbus, Ohio.

UNITED STATES BUREAU OF EDUCATION, HIGHER EDUCATION.—The annual report of the Commissioner includes the following list of studies in *higher education*:

"Civil engineering curricula, published in the *Journal of Engineering Education*, April, 1926; mechanical engineering curricula, published in the *Journal of Engineering Education*, May, 1926; residence and migration of college and university students, 1922—

23; Latin and Greek in college entrance and graduation requirements; physics in college entrance and graduation requirements; cooperative study on religious education; accredited higher institutions; current statistics of State universities and colleges, 1925-26; statistics of land-grant colleges for the year ended June 30, 1924; statistics of land-grant colleges for the year ended June 30, 1925; engineering enrolments for 1925-26; bibliography of psychological testing in secondary schools.

"Studies mentioned as in progress, include under higher education: Electrical engineering curricula; English in college entrance and graduation requirements; modern languages in college entrance and graduation requirements; chemistry in college entrance and graduation requirements; self-help students in colleges and universities; college entrance from junior and senior high schools; research in education in colleges and universities; expenditures of State universities and colleges, 1924-25."

NATIONAL STUDENT FEDERATION.—The Federation announces the publication of a handbook of Student Travel (Europe), price seventy-five cents, compiled and edited by a Commission of the International Confederation of Students, December, 1926; and of a Handbook on Foreign Study, price fifty cents, compiled and edited by the Students' Representative Councils of Scotland, 1926. The former contains chapters on International Confederation of Students; on centers of higher education in Europe, with detailed chapters on Geneva and Paris; on European countries, and on travel facilities for students. The second handbook contains articles on study abroad in medicine, surgery, agriculture, history, law, and music; also information in regard to study in the universities of the different European countries with a special chapter on the universities and colleges of the British Empire. Address the Secretary of the Travel Committee, 2 West 46th Street, New York, N. Y.

THE CHINA FOUNDATION FOR THE PROMOTION OF EDUCATION AND CULTURE.—"The China Foundation is established by presidential mandate to have full responsibility for the expenditure of the unremitted expenditure of the Boxer Indemnity, a fund now approximately of \$11,000,000. This control is vested in fifteen trustees, at first five Americans and ten Chinese, with unrestricted power to elect their own successors. In their first report (for 1926) they announce their general program.

"It has been unanimously resolved by the trustees that these indemnity funds shall 'be devoted to the development of scientific knowledge and to the application of such knowledge to the conditions in China through the promotion of technical training, of scientific research, experimentation and demonstration, and training in science teaching, and to the advancement of cultural enterprises of a permanent character, such as libraries, and the like.'

"Grants made during the year 1926-1927 amount to \$850,000 silver (approximately \$400,000 United States currency). The largest item is \$250,000, being the first of four annual contributions toward the establishment of a Metropolitan Library in Peking, in fulfilment of a definite agreement with the Ministry of Education. The National Southeastern University receives a total of \$184,000, Nanyang University, \$50,000, Hsiang Ya Medical College, \$45,000, and the China Institute in America, \$30,000. Other grants are made for special purposes, but the disbursements are in no sense diffuse. Each is directed to a concrete purpose, preference being given 'to existing institutions with a record of efficient service and administration, rather than to newly founded institutions which base their applications solely on future prospects.' . . .

E. V. COWDRY, The Rockefeller Institute
for Medical Research, New York, in *Science* 1676.

AMERICAN FOUNDATION.—The Foundation announces publication of a second edition of "International Law and International Relations," of which copies may be obtained at a nominal price by addressing the Foundation at 565 Fifth Avenue, New York City.

COMMITTEE A, ACADEMIC FREEDOM AND TENURE

The following informal report, based on certain recent experiences of the Committee is published for the information of members generally.

"Among the cases that have come before Committee A have been several involving short term appointments, usually of assistant professors. The utmost that the Association has insisted on in such cases has been (1) due notice of intention not to re-appoint (at least three months), (2) consultation of the President with the head of department before arriving at the decision not to re-appoint, (3) conference on the subject with a duly appointed faculty committee.

"It has never been the policy of the Association to require a hearing in the presence of the professor with definite charges. It has always been recognized that a short term appointment can be terminated for the intangible reasons that the appointee does not exactly fit the situation, perhaps because a better man can be obtained. The sole purpose of the requirements of consultation is to insure as far as possible that there shall be some general opinion on the subject and that the failure to re-appoint shall not depend on the arbitrary opinion of the President or of the head of department.

"If the real reason for the failure to re-appoint were definitely ascertained to be unjustified as, for example, for the proper expression of unpopular economic or religious views, it might be desirable to comment on that fact in order that teachers contemplating a position at such institution should know what to expect. If an institution has such conditions, it should make them plain at the time of appointment.

"Another class of cases that has given trouble is the dismissal of a permanent appointee. If a fair hearing before a properly constituted faculty committee or joint faculty-trustee committee has been given or if the institution is willing to accord such hearing there is in general nothing that can profitably be investigated. In such cases there are usually charges of infringement of academic privilege on one side and counter-charges of inefficiency and indiscretion on the other. It must be evident that where only a single case is involved and where from a preliminary investigation it seems probable that there will be a conflict of evidence and that men may

reasonably differ on the conclusions to be drawn from the evidence the case is not one in which a formal investigation should be authorized. The complaining party and his friends, however, usually feel that the Association has 'fallen down on the job.' Nevertheless, the policy of the Association has never been to make investigations in such cases."

In several of the cases the aggrieved professors have carried their troubles to the Press. It does not appear that any of them derived the slightest real benefit from having done this. It is important that teachers who desire to place their troubles in the hands of the Association keep those troubles out of the newspapers.

NOTES AND REPORTS FROM SOCIETIES AND FOUNDATIONS

AMERICAN COUNCIL ON EDUCATION.—The April number of the *Educational Record* contains a revised list of accredited higher institutions, a report on psychological examinations distributed to the various colleges, and special articles in regard to different phases of personnel work as follows: "General Examinations and Tutors at Harvard College," A. Lawrence Lowell; the "Yale Bureau of Appointments," A. B. Crawford; "Evaluation of the Orientation Course in Minnesota," D. G. Patterson; "A Vocational Interest Test at Stanford," Edward K. Strong, Jr.; "Selection of Freshmen at Northwestern," E. L. Clark; "Student Health Program at Dartmouth," R. C. Strong. These institutions were indicated in the Hopkins Report as doing notable work in the fields in question. The article on "Selection of Freshmen at Northwestern" is in part as follows: "...In addition to the requirements concerning subjects, the applicant, if he is to be admitted without examinations, must be certified to be in the upper half of his graduating class. . . The rejection also of person of questionable moral character or very unstable personality is, to the extent that our information permits, without exception. . . Because we have found some difference in the type of work done here by students from different high schools, we sometimes, when other factors for and against seem to balance one another, show some favor to those who come from a high school which has heretofore sent us a large proportion of good students."

Copies of the *Educational Record* are sent to officers of local chapters and may be obtained by others on application to the office of the American Council on Education, 26 Jackson Place, Washington, D. C.

ASSOCIATION OF AMERICAN COLLEGES.—The February *Bulletin* is devoted mainly to the report of the thirteenth annual meeting held at Chicago, January 13-15. Mention is made of the recent cooperative relations with our own Association which was represented at the Chicago meeting by President Semple, Professor H. G. Gale, Chicago, and Professor F. S. Deibler, Northwestern.

Reports were presented by the commission on College Architecture and College Instruction in Fine Arts; by the commission on Aca-

demic Freedom and Academic Tenure. The following resolution was adopted:

WHEREAS, It is the common opinion of the assembled representatives of the Association of American Colleges that the effectiveness and usefulness of the American colleges depends almost wholly on the teachers in these colleges;

AND WHEREAS, It is our opinion that the graduate schools of America could greatly increase the value of young teachers to the colleges by suitable instruction in the graduate schools on the principles of good teaching;

Therefore, Be It Resolved, That the Association instruct its Commission on the Enlistment and Training of College Teachers to arrange, if possible through the American Council on Education, for cooperation with a suitable committee representing the Association of American Universities for a joint study of the problem of how college teachers can be better prepared for their profession.

In his presidential address, Dean Effinger of the University of Michigan, spoke in part as follows: "Admitting the failure of the college as an institution to keep in perfect step with the present swift changes in our national life, it is perhaps some consolation to reflect that the college is not the only institution so at fault and that in politics and in religion there are quite audible sounds of discontent and signs of disaffection. Our whole state of society is in more or less of a condition of upheaval, and economic causes which could not be anticipated are prime factors in the situation. As the general problems are solved, the college problems should be in great measure solved, and in the solution of these problems the college itself must play a large part. To blame the college, independently, for showing the plain effects of what has happened to our whole social and political structure is unjust..."

"Not all institutions need the same thing and not all institutions can adopt immediately and with profit the things they need. As it has been clearly shown that honors courses need special conditions for success, so, for example, the orientation courses, which we are trying and considering, should not be attempted without the rare man or men competent to conduct them. We should be absolutely sincere in these matters and shun the gesture of reform and progressiveness, if we cannot make it effective..."

"Experience has shown most of us that more students fail because they do not work than for any other single reason. In-

vestigation has also shown that the average student who satisfies minimum requirements has time to waste. Better mental training, harder study, less superficiality, are what young America needs. With the present craze for college, it would seem that the Lord has delivered this generation into our hands at the right time if we can teach it to work, and it would also seem that in the performance of this purely secondary function we might make an humble contribution toward the solution of America's problem. To do so we must make it clear at the outset that hard work is what we expect and then live up to our prospectus.

"College standards have certainly been lowered in many places to meet present conditions, and the existing practice of using the class average as a passing grade is but one sign of this fact. If each one of us could return to our respective institutions with the firm determination to increase the average amount of work expected of our college students by at least ten per cent, whatever the present standards may be, I believe that a certain number of our students would thank us immediately and that a still larger number, in a short time, would acknowledge the wisdom of what had been done. I do not mean, add ten per cent to what they are doing, but expect them to work ten per cent harder in the things they are now studying."

President Cowling (Carleton) made an extended and interesting report on the financial needs of a college of liberal arts of one thousand students, of which an abstract will be found on page 303.

Mr. Trevor Arnett spoke on the financial needs of an effective college of one thousand students, presenting the following specific suggestions:

"1. That in colleges of arts and sciences the undergraduate student should bear a greater part of the cost than the graduate student.

"2. That the portion of cost borne by the undergraduate student should approach the total cost as a limit.

"3. That in the undergraduate colleges, the fee charged should be based on the total cost, and should approach it as a limit, and as soon as possible should be identical with the total cost.

"4. That in state-supported institutions the same principle should be observed—*i. e.*, a larger share of the cost should be borne by the college student, and a smaller share by the graduate, unless the state should feel that to be entirely logical in its theory of providing equal

and free opportunity for higher education for all, it should furnish a portion or all of the living expenses of its students, if need be, as well as tuition. If the latter plan were followed, the state would need to adopt a basis of selective admission, so that only those qualified to benefit by a higher education would be received.

"5. That in the professional schools the cost of education be divided between the student and society, in the proportion of benefits received. The application of this principle would result in students in certain professional schools paying all or the major part of the cost.

"6. That to enable the student to pay the proportion of cost of education chargeable to him, as well as his living expenses if necessary, generous use be made of scholarships, student aid, and loans, so that no worthy student be excluded.

"7. That the principles above enumerated be adopted gradually as conditions become suitable."

"Several important consequences would, I think, follow the adoption of the pay-in-full principle.

"1. Institutions of higher learning would need to appeal to the public only for funds for certain graduate instruction and research, and perhaps for plant and equipment for undergraduate work.

"2. Colleges would be more anxious to obtain an efficient cost, otherwise their fees in comparison with those of others better administered would be looked upon unfavorably, and they would suffer from the competition.

"3. Parents and students would get a clear understanding of what a college education costs, and since they would have to pay for it or make arrangements to do so, the desire to obtain it would more likely be a serious one.

"4. Selective admission would be aided, for the student body would more probably be composed of those of earnest purpose, and the classes not retarded by those unfitted to do good work.

"5. Colleges would be quite as democratic as they are now, for no one should be excluded for financial reasons. Nor would the administration of the plan wound sensitive students, since all would be on an equality as to fees charged, and the method of providing for them would be an individual concern. In our colleges and universities the majority of the students at present receive some sort of financial aid. Under the new plan the aid would be given to a greater degree."

"As I have indicated, the principle herein stated should not be adopted hastily or all at once, but should be put into effect gradually as the colleges and their constituencies become prepared for it."

AN ANALYSIS OF THE FINANCIAL NEEDS OF A COLLEGE OF LIBERAL ARTS FOR ONE THOUSAND STUDENTS.—"A good education is bound to cost somebody considerable money. There is such a thing as a cheap education, but there is no such thing as a good education to be had cheap. Somebody must pay the full cost. The only question is, Who shall it be? Earlier generations have answered this question by saying, 'Let the teachers pay,' and low salaries represent the method they arranged to bring this about. This policy, still in force in most colleges, threatens to run the whole profession of college teaching into the ground. As a matter of fact, strong teachers are no longer to be had for small salaries. There are, of course, rare exceptions, but in the long run, low salaries mean poor teachers.

"A second answer to the question, who shall pay, is that the student should be asked to carry a larger share of the cost of his education. This is proving a practical solution of some of the problems of the stronger Eastern institutions, where a very considerable portion of the current income is received from students. . .

"The third answer to our question as to who shall pay is that the public should bear a large part of the cost of higher education, either through taxes or gifts. . .

"There are certain objective features of a good college which are not difficult to recognize, and which are sure marks as to whether or not a college is offering its students first-rate opportunities. . .

A. Statement of Assumptions on Which the Following Analysis of Needs Is Based

"I. *A Completely Equipped College.* First assumption: That it is proposed to maintain a four-year College of Liberal Arts that shall represent (without extravagance) all the essential features of a college of the first rank.

"II. *A Liberal Arts Curriculum.* Second assumption: That it is proposed to maintain a Liberal Arts College without affiliated graduate, professional or technical schools.

"III. *A Coeducational College, Limited to One Thousand Students.* Third assumption: That the student body will include about 550

men and about 450 women. The total enrolment will be limited to 1000 students. More students would require additional funds.

"IV. *A Four-Year College*. Fourth assumption: That a college of the type in question seeks chiefly to meet the needs of those who desire a full four-year course in liberal arts as a preparation for later professional study and life work. It is assumed that the needs of irregular students, or those desiring only a partial course, will be provided for by some other type of institution. . .

"Perhaps the most discouraging circumstance confronting those interested in liberal education, particularly in the Middle West, is the fact that so small a percentage of those who begin such a course actually secure their A.B. degree. Comparatively few colleges in the Middle West graduate as many as fifty per cent of those who enter. Colleges supported by private gifts must demonstrate their ability to secure at least some results which cannot be so surely gained in institutions supported by taxes. It is assumed that the chief opportunity for a college of the type in question to make its distinctive contribution lies in the field of what may be broadly termed the student's personal philosophy of life. The junior and senior years are essential for significant results in this field.

"V. *A Democratic College*. Fifth assumption: That the college in question will be a democratic college, and that it will include in its student body young men and women of various social and financial levels. It is assumed that it will be necessary to provide funds for scholarships and student loans amounting to twenty per cent of the total tuition receipts.

"VI. *Academic Standards*. Sixth assumption: That it is desirable to maintain the following standards:

"1. Students will not be admitted who are not able to meet the regular requirements for entrance.

"2. Students will not be permitted, except in special cases, to carry more than sixteen hours of class work, it being deemed more profitable to a student to do work of superior quality than to take more subjects with mediocre success.

"3. Teachers will be expected to teach an average of about twelve hours per week, ranging from nine hours to a maximum of fifteen or sixteen hours. Laboratory work is counted on the same basis as regular classroom instruction.

"4. Teachers in the ratio of one to about twelve students will be required to provide classes of limited size and to insure to each

student the benefit of individual instruction and opportunity to come into close personal contact with the teacher.

"The number of students in each class recitation should ordinarily be limited to thirty, with an average of from fifteen to twenty (laboratory sections not to exceed fifteen). In exceptional cases where larger numbers are admitted, the group should be broken up into smaller sections for special quizzes. Classes of less than eight or ten, except in advanced work, ordinarily lack proper stimulus and and therefore are not encouraged.

"5. Four grades of faculty ranking will be recognized: professor, associate professor, assistant professor, and instructor. About forty per cent of the total number of actual teachers are full professors, and the remainder distributed about evenly among the other three ranks. It is assumed that no one will be employed in the work of teaching whose rank or salary is below that of an instructor, fully recognized as a member of the faculty.

"The expense of 'assistants' with special training to help in the work of a department is included in the salary budget.

"6. Teachers will be asked to carry only a minimum amount of administrative work. The purpose of this provision is to enable each teacher to devote himself without handicap to the work of his department.

"This policy assumes that it is desirable for a college to make adequate provision for administration expenses separate from direct expense for teaching. In cases where administrative officers (Dean, Registrar, etc.) also offer instruction, a corresponding portion of their salaries should be charged to salaries for teaching, and when regular administrative duties are assigned to teachers, a corresponding portion of their salaries should be charged to administration salaries.

"7. Teachers will be encouraged to maintain genuine interest in productive scholarship in order that their teaching may be kept fresh and vigorous. The expense of a limited amount of such work, which can be carried on in connection with the regular work of a department, may properly be charged to 'Departmental Expenses.' . . .

"8. Physical education and athletics for men and for women will be organized as regular departments of instruction. All instructors and coaches are regarded as regular members of the faculty on full-time appointment with the same rank and salary as their training and experience would merit in other departments. No seasonal coaches will be employed. . .

"VII. *Sabbatic Furloughs, Pensions, etc.* Seventh assumption: That the efficiency of the faculty will be increased by providing for its members the following privileges:

"1. A system of sabbatical furloughs for full professors equivalent to one year in seven on half pay. A sabbatical furlough should not be regarded as a vacation but as an opportunity to prepare for more effective teaching in the years to follow. Such preparation might well include the undertaking of some important piece of research in a well-equipped university offering opportunities for work of this kind not available in a college.

"The expense should be provided for by setting aside each year, in a special fund for furloughs, one-twelfth of the total salaries of full professors on active service. . .

"It is not to be understood that the arrangement of one year in seven on half pay will be strictly administered. It may frequently be desirable for a professor, after six years of service, to take a furlough of one semester on full pay, or he may prefer some other arrangement which would come within the financial possibilities created by the above plan of financing furloughs.

"2. A moderate allowance for attending annual professional meetings.

"In the following outline of needs an annual allowance of fifty dollars is made for each teacher, except instructors. It is not to be assumed that each teacher will actually receive fifty dollars each year, but merely that such an arrangement will provide a fund from which may be paid the expenses of teachers as their needs may appear.

"3. Provision for pensions. A satisfactory pension and related benefits can be provided by setting aside each year ten per cent of a teacher's salary. An inducement to the teacher to make this saving is arranged by adding five per cent to a teacher's regular salary (including teachers on furlough) on condition that he set aside an additional five per cent for the same purpose. When accepted by the teacher, this additional five per cent becomes an integral part of his remuneration for a given year and should, therefore, be added to the regular salary budget. The college should, in no case, attempt to retain any jurisdiction over the accumulations resulting from this annual five per cent payment. It belongs to the teacher on the basis of service rendered. It is only another form of salary and should become the teacher's property without any restrictions whatsoever. The arrangement, of course, should provide that the sums thus set aside may not

be drawn upon for any other purpose during the lifetime of the teacher. . .

"VIII. *Repairs and Depreciation.* Eighth assumption: That it is desirable to provide comfortable physical surroundings for students and teachers. . .

It is estimated that for a liberal arts college, to give a four-year course to 1000 students, will cost for each student:

Current educational expenditures.....	\$589.62
Interest on funds in plant.....	210.00
Scholarships and loans.....	50.00
	<hr/>
	\$849.62
Less tuition fee.....	250.00
	<hr/>
Net cost.....	\$599.62
To the student the annual cost would be	
Tuition.....	\$250
Room and board.....	\$350-500
Personal expense.....	300-500
Total.....	\$900-\$1250

"From the foregoing analysis, it will be evident that teachers, students and the public must all cooperate if good college opportunities are to be provided at moderate rates. Even under the most favorable circumstances, teachers' salaries cannot be made as generous as men of equal ability can earn in most of the other professions. The public must be prepared to provide the entire physical plant, including buildings and equipment, without cost to the student, and it must provide through endowments or current gifts a large part (57% proposed above) of the actual money spent for current educational purposes. With this help, it is not unreasonable to expect that the student, or his parents for him, should bear the rest of the cost.

"A college education should be thought of primarily as an investment and not as an expense. If a student makes worthy use of the opportunities provided, the investment brings rich returns in character and capacity for service and adds to the nation's wealth its most important element—a citizen with powers developed and devoted to noble ends."

DONALD J. COWLING, Carleton College,
Bulletin, Association of American Colleges, February, 1927.

The April *Bulletin* of the Association includes the following articles: "Contribution of the Library to Effective Teaching," Silas Evans; "Sectioning on the Basis of Ability," Lucius H. Holt; "Enlistment and Training of College Teachers," Otis E. Randall; "Promotion of Effective Teaching," Richard M. Hughes, C. R. Mann; "Should Teachers Teach?" Edward S. Parsons; "Does Research Interfere with Teaching?" Edward A. Pace; "The College within the University," Max Mason; "Productivity of Doctors of Philosophy in History," M. W. Jernegan; "A Pre-Theological Course at Columbia College," Herbert E. Hawkes.

Dean Randall's article on the "Enlistment and Training of College Teachers" is of particular interest in connection with the work of our committee on Methods of Appointment and Promotion. The following paragraphs are quoted from it.

"After a careful study of our problem and a faithful examination of the contributions made by others through the questionnaire and correspondence, we are ready to report the following observations. In the first place, it is very apparent that while some missionary work may have been done in the way of extolling the profession of teaching in secondary schools and in encouraging young men and women to prepare for this work, very little direct or effective effort has been made or is being made to give sufficient prominence to the great work of the college teacher or to encourage undergraduates to choose and to prepare for this field of labor. Here is a great profession, second to none in opportunities for real service to man. It is in a sense superior to all other professions because the followers of the other callings are dependent upon the teachers in our colleges and universities for their education and training. There is no opportunity today through which a man properly fitted and trained for the work may make larger contributions to the welfare of humanity and the advance of civilization than that of the teacher in our higher institutions of learning. Yet we make no particular effort to point this out to our youth or to offer to them any real inducements to enter the practice of teaching.

"Some, apparently, are fearful that if any greater inducements to enter the profession of teaching are offered, we shall have an oversupply of teachers. Let us hope so! And then we can ask those who are unfitted for the task to withdraw and to give their places to those who are more worthy. The world will never produce

an oversupply of *good* teachers. The world will never produce an oversupply of those who are willing and anxious to serve others. There can be nothing which we need more in this world today than a sufficient number of naturally qualified, well-trained, and inspiring teachers who shall direct aright the mental and spiritual aspirations of our youth. Again, while there are a goodly number of excellent colleges and graduate schools, manned by highly educated scholars and capable of giving the very best instruction so far as the mastery of subject matter is concerned, yet so far as we can see, very little direct attention is being given to the cultivation and development of those qualities which the modern educator must possess in addition to his knowledge of subject matter, if he hopes to play any significant part in the real education of the youth of today.

"The attempt is being made constantly in many institutions to encourage promising men to continue their college work largely for the sake of mastery of some particular subject. Very little is being done, however, to encourage young people to prepare definitely for the profession of teaching. There seem to be various opinions as to the type of training which men who are going into this work should receive. Inasmuch as a thorough knowledge of the subject to be taught has been regarded as the one essential requisite for good teaching, the entire attention has been given to the study of subject matter. Familiarity with laboratory processes, ability to do research work, etc., seem to be the things upon which stress has been laid. In the selection of a teacher who is completing his work in the graduate school, committees and boards have laid more stress upon scholarship than upon anything else. They are inclined to pick out the man who has made the best record, who gives the greatest promise of advancement in the field of knowledge.

"Not long ago I attended a meeting of college presidents. The question was raised, What shall be the basis on which we shall employ and promote college professors? The first quality mentioned was scholarship, mastery of subject matter. Mention was made of degrees obtained, books written, of ability to do research work, and of the demand for his services in other institutions. Not a suggestion was made concerning personal human qualities.

"Administrative officers and faculty members in the graduate schools are working on the policy that they can contribute nothing more important or significant toward a prospective teacher's training than to give him a comprehensive knowledge of the subject

matter which he is to teach. This is often done to the entire neglect of the development of those human qualities which are essential in the teacher if he is to stimulate and inspire as well as transmit knowledge. Thousands are spending their lives in the research fields of the material world, but how many are interesting themselves in these great research fields of human nature? There are very few if any young men or old men who would be regarded as incapable so far as knowledge is concerned of teaching their subject, but we find constantly among our college teachers men who do not understand the methods of teaching, whose attention has never been called to their own shortcomings and who have never received any training as to the best methods of dealing with students. It is admitted that in many institutions some of those who have the highest reputation as scholars are, so far as results are concerned in dealing with undergraduates, the poorest teachers. Often those who have made no reputation for themselves in the outside world have through their natural gifts accomplished more in the real education of young men than some of those who have won high honors outside.

"On the basis of these observations we are ready to draw conclusions and to suggest certain obligations which we think rest upon the shoulders of those who are charged with the responsibility of shaping the policies of our higher institutions of learning.

"If it is true that the college teacher's calling offers to those who enter it unlimited opportunities for the highest type of service to the world and that this is not generally known or recognized, then it is the duty of educators and educational institutions to correct so far as possible any erroneous impressions which may exist concerning this great field of labor, and to educate the public and particularly the younger generation up to the point where they will understand as we understand the significance, the dignity, and the serviceableness of the educator's profession. If it is true as it has been stated so frequently since the war, that the safety and prosperity of our country in its home and in its foreign relations depend more upon the education of our people than upon any other agency, then our nation has no more important task before it than to bring the people to a full understanding of the situation and to secure their willing support and cooperation in the great work of selecting and training for this undertaking the very best tools the nation has to offer.

"We educators will never succeed in putting the cause of education in its proper light to the people by just talking about it, however well we may talk. We must make it pretty clear first of all that we are not booming the cause of education simply because of personal interests but rather for the welfare of all, and we shall be obliged to demonstrate any such claim by our action. This may mean that it will be necessary to make some radical changes in some of our educational policies, but the sooner that comes the better for the individual institutions and for the rest of us. Undoubtedly, many of the erroneous impressions which the public have formed concerning the teacher's profession have come because of the many shortcomings of those who go into the profession. Never can we bring the public up to a full appreciation and proper recognition of the high place which it should occupy until we are able to recruit and train the brightest and the best men for this great work. . .

"The members of your Commission have carried their investigation far enough to get a pretty good idea of present conditions and of present attitudes in the various educational centers, but we are far from the point where we can draw reliable conclusions or make wise recommendations. The field must be much more thoroughly examined. We have, however, some pretty strong convictions regarding the desirability of taking immediate steps toward radical changes in present policies and toward the introduction of new agencies which may serve to bring about the improvements we desire. Just what these steps should be and under whose direction they should be taken are questions which still remain unanswered. We have done what we could in the time at our disposal but we have made only a beginning upon what appears to be a much larger and much more significant problem than most of us had anticipated. Practically all agree that the questions referred to us are of sufficient importance to warrant careful and extensive consideration. One question, however, we believe should be decided by the Association before we proceed any further, and that is whether this particular task which you have assigned to us belongs to the Association of American Colleges or whether it can be taken care of to better advantage by some other organization. . ."

President Hughes in a three-minute survey on the "Promotion of Effective Teaching" said: "It seems to me that we need some clarification of our objective. I was very much puzzled as to just what

we were trying to do in the liberal arts college, until a man asked me what we spent our money for. I said, 'We are spending all our money on instruction and in training students to think.' Fully 95 per cent of all of our budget was going for those two purposes, giving instruction and training people to think. It was not spent for running a nursery or a reformatory or an athletic club or a religious society or a country club.

"I am impressed at Miami University that we have too many students discounting our whole job by their attitude and interest. We are spending a lot of the state's money presumably to educate young people. On the other hand, I can take you to fraternity house after fraternity house or dormitory after dormitory where there are boys who don't believe much in what we are doing, who are discounting it, who are laughing at fellows who are studying, who are not making any serious effort to get an education; they don't want an education; they want the college life. . .

"I believe that if we could very carefully and very sympathetically but very firmly and very persistently follow up these people who are just getting by, all of us could show some improvement. We all have methods of dropping out the people who make only a miserable effort, but it is the students who get by but don't work and aren't eager and don't care anything about education that I am talking about. If we could get rid of those people, I think we would improve the tone of the American college and increase the efficiency of the instruction a surprising amount. It seems to me in my own particular situation that just now that is the largest problem before me."

President Parsons of Marietta reported as chairman of the Commission on Faculty and Student Scholarship, in part as follows:

"A letter sent to the administrative officers of the Association Colleges calling attention to certain articles, copies of which had been placed in the hands of the Commission by the courtesy of the National Research Council and the American Association of University Professors for distribution among the colleges. . .

"A bibliography was prepared at its suggestion by Dr. Lester W. Bartlett, of the Graduate School of Education of Columbia, on 'The Professional Growth of Faculty Members.' . .

"A second bibliography has been kindly undertaken by the librarian of the United States Bureau of Education. This aims to

gather together the important titles, dealing with the influence of undergraduate activities upon student scholarship. . .

"The questionnaire: Does administrative work seriously interfere with the teaching and scholarly development of the teacher?

"Have you any suggestions to offer on the relation of administration to teaching?

"How much service of this sort can the college teacher undertake without detriment to his teaching and scholarly development?

"If college salaries could be made adequate would the administration be justified in refusing permission to undertake such outside work?

"Should heads of departments and others entrusted with administrative work be given additional compensation?

"A few words of summary and I am done.

"Teachers are not hired hands in a factory, but partners in a great business.

"Therefore teaching and administration should not be divorced—the teacher should also have administrative duties, the administrator should have teaching duties. The testimony to this position is overwhelming.

"But the teacher should be given only essential administration. Red tape should be cut, clerical help should handle routine matters. No professor should be overloaded. The work should be distributed. The willing horse should be protected against himself. The person whose interests are markedly scholarly should be given time for research. The whole matter has been handled haphazardly in a spirit of opportunism. It deserves careful study in each institution.

"Outside work may be a great help to the college teacher in all ways—financially, in contacts, in the widening of horizons, in making his teaching more vital. But it has distinct dangers. It is hard to serve two masters and it is easy to neglect the college work, where the teacher is left more on his own responsibility, and to stress the outside work, especially if it means more personal income. Such work should, as far as possible, be confined to lines which enrich the teaching task, and should be under careful control not only of the teacher but of the institution.

"Teaching should always be recognized as the primary duty and responsibility of the college—of the professor and of the administrator. Nothing should be allowed to diminish the respect in which it is held or to lower the standards of its efficiency. Administration

is for the ends of teaching and even research by college and university teachers should have as one of its primary objects the vitalizing of teaching.

"Shall the teacher teach?

"He *may* administer, he *may* investigate, he *may* have outside duties and responsibilities, but he *must* teach and teach well if he is to prove himself worthy of his high calling."

AMERICAN COUNCIL OF LEARNED SOCIETIES.—*Research in Humanistic and Social Sciences*. Reference has previously been made to the survey undertaken by Dr. Frederic A. Ogg. It is announced that the report will be published during the summer and ready for distribution about October 1st. It will make a volume of some four hundred pages and the provisional list of chapter titles is as follows:

- I Introductory: Scope and Method of the Inquiry.
- II The Problem of Research in the United States.
- III The Universities as Research Centers.
- IV Significant Developments in Certain Universities.
- V Research Needs in the Universities.
- VI Research in the Colleges.
- VII Learned Societies and Research.
- VIII Research Institute and Bureaus.
- IX Research Activities of Miscellaneous National and Local Organizations.
- X Private Business and Research.
- XI Governmental Agencies and Research.
- XII Foundations and Endowments in Relation to Research.
- XIII Libraries as Aids to Research.
- XIV The Problem of Publication.
- XV Fellowships, Prizes, and Other Pecuniary Aids or Rewards.
- Appendix Bibliography

SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION.—*Summer Schools for Engineering Teachers*. "There is no reason why a well-planned engineering curriculum should not offer one of the most effective forms of broad education. It is more a matter of the quality of teaching than of details of subject matter—more a question of the architect than of the kind of bricks. In reality, teacher and subject matter cannot be separated. Subjects cannot

be taught in isolation and achieve the result desired, but must be treated as a part of a developing whole. Little good will result from asking one expert to designate the subject matter and another to specify the teaching methods, nor is much gain to be expected from handing our younger teachers over to the colleges of education. The Society has been able to accomplish some good results through voluntary committees. Committees are able to make surveys and prepare reports, and occasionally legislate for the rest of us, but scarcely to do original creative work.

"What seems to be needed is some new form of teamwork, bringing together the subject matter expert and the methods expert on our own premises. Groups of men need to get together and actually work out the problems of content and method, then give the rest of us the fruits of their labor. A group ought to take some division of the curriculum and explore it, both to survey its content and its new frontiers and to see how it borrows from and contributes to other divisions of study. They need to appraise its value to different groups of students, to examine critically the different methods of presentation in use, to work up and try out unit assignments and projects for students, to test various methods of measuring the student's progress and attainments, to survey current problems of research, and to map out programs of original work for themselves. Some of the men in the group ought to be the ablest teachers of the subject, men of mature years to serve as leaders of the group; some ought to represent other subjects which are closely related to the principal one under study; some ought to be the known progressives in matters of method; some ought to be experts in method as such; some ought to be detached enough to make good critics; but most of the group ought to be young men struggling with teaching problems and having the strongest possible incentive for the success of the effort. There ought to be some good teaching, but no very sharp distinction between teachers and taught. The principal thing, however, is that they get together and work at the problem systematically, intensively, and enthusiastically.

"These are ideals for the Society's new undertaking, the summer schools for engineering teachers. The subject of mechanics seems to furnish an ideal test case for a trial year. It is taught in every curriculum; it occupies the pivotal position between the general sciences and the more specific technical subjects; it runs a constant risk of becoming conventionalized; and it is capable of becoming

notably serviceable to subjects which follow if taught with vision and vigor. If we succeed with this effort and prove the effectiveness of the method, we may be able to extend the plan both ways, to cover in time the introductory sciences, the technical subjects, and the humanistic subjects as well, and so bring the entire curriculum under a scheme of examination and development in rotation. Participation in such a development process is the best form of preparation for younger teachers which we have been able to devise. If we work the process out as a common undertaking of the Society, the colleges may find in it the clue to the much needed process for developing their teachers at the home base.

"The officers of the Carnegie Corporation, in recommending a special grant for the expenses of the first year, expressed a lively interest in the pioneer values of the project. Here, perhaps for the first time, an organization which represents one of the principal divisions of higher education, is accepting the responsibility for improving its own teaching processes, planning a systematic attack on the problem by cooperative methods, and inviting the exponents of educational methods to a share in the task."

GENERAL EDUCATION BOARD.—The annual report of the Board for 1925-26 contains chapters on colleges and universities, medical education, legal education, etc.

"As has been explained in previous reports, the General Education Board considers its activities in respect to the increase of general college and university endowments as practically concluded—not because colleges and universities are adequately endowed, for such is conspicuously not the case, but because, first, public interest in the subject no longer needs the stimulus formerly furnished in part by this Board, and, second, the sums now needed are so large that this Board cannot make a substantial contribution toward them. It is, however, only fair to add that while the productive funds of American colleges and universities have increased per student more than fifty per cent in the last twenty-five years, the increase has not kept pace with the decreasing purchasing power of the dollar. Without considering, therefore, additional needs due to the advance of science and the possible improvement of education, our endowed higher institutions of learning in the United States have, despite their greater wealth, less per student, when their funds are measured in terms of purchasing power, than they had a quarter of a century ago.

"Financial limitations are making themselves acutely felt in the development of advanced work. While, therefore, the Board has ceased to contribute to general purposes, it is undertaking within the limits of its available resources to cooperate with universities in raising funds needed to support research and the training of promising scholars and scientists. In a very real sense, this amounts to an effort to raise the level of teaching all along the line—in the secondary schools, in the college, and in the graduate school. Education conducted at any level stagnates, if isolated from higher studies. It is not without significance that both in Europe and in America the general educational level is highest where research is most active and where advanced opportunities are most abundant. The interest of the General Education Board in science and the humanities, to be described in the following sections, means something more than an interest in cultivating these branches for their own sake, worth while as this would be; it means, over and above this, the endeavor to assist in lifting the general plane of educational effort through the promotion of scholarship and the training of scholars. . .

"For many years such funds as colleges and universities possess—and they were, and in most cases still are, altogether too small—were, broadly and generally speaking, utilized in the humanistic field. Recently, however, the emphasis has shifted toward the exact sciences. Industry, the states, and the nation have accorded the scientist and scientific organizations greater, though still inadequate, financial support; the humanist, more or less overlooked, has been too much of a recluse, doing his thinking and teaching with less recognition and encouragement than are at the moment enjoyed by his scientific brother, whose successes tell so rapidly in the spheres of industry, social life, and even philosophy. To assist in righting the balance in the interest of a symmetrical development that is as necessary to science as to literature, the General Education Board has undertaken to cooperate in increasing funds available for the support of humanistic teaching and research."

TEACHERS INSURANCE AND ANNUITY ASSOCIATION.—The eighth annual report to the policy holders shows an increase during the year of annuity contracts in force from 3640 to 4542; the life insurance contracts increased during the same period from 3251 to 3715. The number of universities and colleges that contribute

toward retiring allowances is 110; additions during the year, besides Colby, are Dartmouth, Davidson, South Carolina Medical, and Utah Agricultural College.

"On the recommendation of a committee of trustees and officers which, since 1920, has been giving exhaustive study to changes in mortality rates, both in the United States and Europe, and on the recommendation of a committee of investment bankers of extensive experience and great responsibility, the trustees have unanimously adopted for the annuity contracts of the Association, at least in the immediate future, somewhat more conservative mortality tables and interest rates than those used hitherto, which were McClintock's Tables of Mortality among Annuitants at four per cent interest.

"These changes are in the interest of security and stability through a period when the lives of academic people appear to be lengthening and interest rates are undoubtedly decreasing. The trustees are convinced that these changes in the interest of absolute security will commend themselves to the policyholders, especially as they do not affect the flexible arrangements by which the policyholders have advantage of all of the receipts and earnings of the Association, whatever they may be."

INSTITUTE OF INTERNATIONAL EDUCATION.—The seventh annual report of the director deals at some length with the Junior Year Abroad, Student Third Class, and International Fellowships. "Obviously, certain definite conditions must exist for the successful outcome of the Junior Year Abroad. The group of students must be carefully selected, each student must possess an ability to concentrate and to engage in hard and continuous work, the supervision of a member of the faculty is almost indispensable, and the preliminary three months' intensive course in French is an essential. It would be more difficult to organize the plan in a technical college or one with a highly organized scientific curriculum. Even in an institution of the more academic type, the faculty must decide whether the subjects covered in the *Cours de Civilization Francaise* compare favorably with those in the junior year of the college. Delaware and Smith believe they do. Moreover, their officials consider that the remarkable experience of spending a year in another civilization under the best of auspices, learning its language, and becoming familiar with its culture and institutions, is one that

cannot be evaluated in credits. Indeed, it is one of the human experiences most conducive to the mutual understanding upon which international good-will is based. The success achieved thus far can hardly fail to lead to improvements in the organization of the scheme. In all probability the Sorbonne authorities would be willing to plan the courses offered during the year in such a way as to meet the needs of the juniors in the great majority of our colleges on the accredited list, provided they were assured that the work would be credited by the colleges as the equivalent of that of the junior year at home. The director of the Institute is so convinced of the possibility of this being true that he is now requesting information from the colleges to discover whether he is correct in his surmise.

"It is evident that to participate in the Junior Year Abroad a student must be able to bear the necessary expense. Both Smith and Delaware charge the same tuition for the year abroad as at home. In addition the student must meet his traveling expenses and incidental expenses. The total amounts to almost \$1400. This is a sum beyond the financial resources of students who might be particularly capable of profiting by the experience. While those interested in the Junior Year Abroad are anxious to encourage students to go abroad at their own expense, nevertheless, the activity seems to be one which would especially justify the establishment of fellowships to enable the right kind of student to participate in it. Already the Committee on Foreign Travel and Study has donated five such fellowships to the Institute for administration. It is needless to say that the Institute will gladly receive other gifts of fellowships for the Junior Year Abroad. The Institute has its representatives and correspondents in most foreign countries and works in close cooperation with the ministries of public instruction of these countries. Hence, should the recipient of one of its undergraduate fellowships prefer to work by himself rather than join the group organized by a college other than his own, the Institute is able to plan for such a fellowship-holder a program of studies to be pursued under equally careful supervision.

"The Junior Year Abroad has passed out of the experimental stage and has apparently become a permanent factor in international education. It is sincerely to be hoped that other colleges in addition to Smith and Delaware may undertake a study of the movement looking toward participating in it. It is also to be hoped that some

of them will locate their Junior Year Abroad in other countries beside France. Such an agency in the development of international good-will should be used in connection with all the countries of Europe with which we have close intellectual cooperation. The Institute of International Education is ready to place its resources of information and advice at the disposal of colleges that wish to investigate farther into this movement. . .

"The touring organizations which have been formed in recent years have carefully surveyed the field, have selected the places and objects most worth visiting, have made connections with railroad and steamboat companies and hotel keepers, and have organized circuits of value beyond what the average undergraduate can work out by himself. Ordinarily, then, it is better for the average undergraduate to become a member of such a tour than to go to Europe on his own responsibility.

"But which one shall he join? It is a question whether it is possible to bring together more than twelve persons, or fifteen at the most, with sufficiently similar tastes to justify forming a touring party for a whole summer with all the possibilities of discord and friction which exist. Unless the leader of such a party is a man or woman of experience, familiar with the life and customs of the country which the party will visit, international ill-will rather than good-will may result. Moreover, such a leader, to be successful, must have sufficient force of character to be in actual control and at the same time have sufficient knowledge of student nature to be reasonably tolerant. Finally, the organization which he represents must have sufficient strength financially, and in reputation, to be ready to meet an emergency which may arise during the period of travel.

"Are there travel organizations for students which meet these requirements? Several such have been organized during the past few years. They have made excellent arrangements with the steamship companies for good accommodations crossing the ocean. They send their representatives into the colleges to select students for their groups who are recommended by instructors as young men or women of character and dependability. They retain only college teachers as leaders of their groups and in some instances these teachers form their own groups made up of students known personally to them. These travel organizations maintain representatives in the foreign countries who take equal care to make the necessary arrangements there to assure a successful and enjoyable

vacation to the small group of students who compose one of the tours. The Director of the Institute has made inquiries concerning some of these tours and is satisfied that every reasonable care has been taken to justify parents in permitting their sons or daughters to join them. The expense per person on one of these carefully organized and supervised tours is, moreover, not greatly in excess of others. Some of these tours covering a full two-months' period were conducted at an expense of from \$600 to \$900, depending chiefly upon the distance of the country visited. . .

"When one reflects upon the educational and recreational possibilities of student tours he can hardly over-emphasize the importance of their being planned and conducted by the right kind of organization. When one in addition remembers the degree to which foreign students and teachers judge American education by the conduct of our students while in their countries the concern with which educators regard the rapid growth of Student Third Class can readily be understood. It is largely for this reasons that the Director of the Institute has written at this length in the hope that the administrative authorities of our colleges will take an interest in helping their students discriminate between various tour organizations appealing for their patronage. . .

"International Fellowships. The increase in number of fellowships which have been entrusted to the Institute for administration has been quite remarkable. They amount now to 145, covering tuition, board and lodging. They are almost equally divided between scholarships for Americans to study abroad and for foreigners to study in the United States. College authorities will be gratified to learn that there is a real exchange, *i. e.*, that the scholarships for American students in foreign countries are supported entirely by the institutions and organizations in those countries and scholarships for foreigners in the United States are provided entirely from American sources. . . No fellowships cover traveling expenses and the Institute has no fund at its disposal from which it can assist deserving students to meet these expenses. The Director is hoping to build such a fund and would be grateful to any reader who can suggest an individual or organization that might become interested in helping it. . .

"Fellowships for Americans to Study Abroad. At present the

Institute has: American Field Service Fellowships for French Universities 11; Franco-American Fellowships 21; American German Student Exchange Fellowships 20; American Czechoslovak Exchange Fellowships 5; American Hungarian Exchange Fellowships 5; Willard Straight Fellowship for China 1; Fellowships for the Junior Year Abroad 5; Postes d' Assistant for French Universities 10.

"Fellowships for Foreign Students in the United States. For the foreign students coming to this country the Institute offers approximately: Franco-American Fellowships 25; American German Student Exchange Fellowships 35; American Czechoslovak Exchange Fellowships 5; American Hungarian Exchange Fellowships 5.

The table showing the distribution of foreign students in the colleges and universities of the United States for 1925-6 includes the following figures: University of California, 544; Southern Branch, 103; University of Southern California, 297; George Washington University, 118; University of Chicago, 265; University of Illinois, 113; Harvard University, 111; Mass. Institute of Technology, 161; University of Michigan, 259; St. Louis University, 104; Columbia University, 541; Cornell University, 199; New York University, 100; New York University and Bellevue Hospital Medical College, 106; University of Pennsylvania, 199; University of Washington, 231; University of Wisconsin, 118."

STEPHEN P. DUGGAN, Director.

Foreign Summer Schools. The *News Bulletins* of March and April, 1927, include announcements of foreign summer schools as follows:

Oxford, July 29 to August 19, "Shakespeare and the England of his time."

Liverpool, July 28 to August 13, "Spanish."

Paris, and the provincial universities, beginning July 1 to 15 and continuing two to four months, registration and withdrawal being permitted at any time, "French language and literature."

Vienna, "German language and lectures in English and German on social and economic problems, lecture on art."

Berlin, July 14 to August 24, "Literature, history, art, pedagogy, sociology, psychology, and constitutional law."

Heidelberg, June 27 to July 16, followed by another three-week

period, "German language and literature, music, art, pedagogy, and economics."

Hamburg, July 27 to July 29, "Economics, sociology, law, and journalism."

Madrid, "Spanish language and literature, Spanish institutions, and music."

Jerusalem, July 7 and continuing for three weeks, "lectures on the geography, archeology, and civilization of the Biblical lands."

Athens, July 4 to August 26, "(1) Greek architecture, Greek sculpture, Greek vase-painting, (2) the topography of Athens, Olympia, Delphi, etc., and the geography of the Aegean world, (3) Greek history and classical antiques, (4) literary associations with classical sites."

Rome, July 4 to August 13, "(1) An historical survey of the city of Rome, (2) the monuments of ancient, early Christian, medieval, renaissance and modern Rome, (3) life and letters in the classical period, (4) visits to a limited number of sites outside Rome."

Cambridge, July 29 to August 17, "(1) Geology and geography, (2) the new world, with special reference to South America, (3) great epochs of exploration, (4) maps and map work, (5) the history and science of the polar regions."

COMMITTEE ON INTELLECTUAL COOPERATION, AIMS AND PURPOSES.
—"The future of the League of Nations depends upon the formation of a universal conscience. This can only be created and developed if the scholars, the thinkers and the writers in all countries maintain close mutual contact and spread from one country to another the ideas which can ensure peace among the peoples, and if the efforts already made in this direction receive encouragement."

"The definite purpose thus broadly indicated and without any instructions as to plan or method to be followed, the Committee on Intellectual Cooperation began its work in 1922. It consists of distinguished scholars and scientists with an international outlook, chosen at large by the Council of the League and not appointed as representatives of governments. Bergson, the French philosopher, was its chairman until ill-health compelled his retirement, when Lorentz, the Dutch physicist, was elected as his successor. Gilbert Murray, professor of Greek of Oxford, is vice-chairman. Madam Curie, discoverer of radium, has been a member from the beginning. Education, law, literature, electrical engineering, biology, medicine,

journalism, and economics have found representation from Belgium, Italy, Switzerland, Spain, Norway, Brazil, Argentina, and India. The selection has not been limited to countries which are members of the League, for Einstein was appointed long before the admission of Germany, while from the United States, Hale, of Mount Wilson Observatory, California, was named on the original list, and soon succeeded by Millikan, Nobel prizeman in physics.

"Its first concern was to obtain information with a view to placing its work on a scientific basis and a general inquiry into the conditions of intellectual life in all countries was accordingly instituted. The results are available in a series of brochures calling attention to the different aspects of the crisis in intellectual life due to the war and the various possibilities of mitigating its effects.

"In certain countries of Central and Eastern Europe it was apparent without special inquiry that intellectual life was especially endangered because universities and libraries could not buy foreign books, and clinics and laboratories could not procure the instruments required in their work, because of the depreciated currency. To meet these urgent needs, particularly in the case of Austria where there was a state of such acute distress that it seemed that all intellectual life might become impossible, the Committee proceeded immediately to organize assistance from the learned societies and institutions of countries more favorably situated.

"The temporary organizations for intellectual assistance in these impoverished countries developed later into National Committees which served as channels of communication by which intellectual needs were brought to the attention of the International Committee. In December, 1923, the latter held a conference with these national agencies and thus finding that they could serve as useful auxiliaries in its work, decided to invite the other countries of the world to form National Committees to cooperate with it. Thirty-two countries have now established such National Committees. Their present extended function has been described as follows:

"The function of the National Committee is to act for the International Committee in matters falling more particularly within the national sphere, to collect information, to suggest international problems for study, and to secure the adherence of particular countries to a general international program."

"Next after the general inquiry and relief work noted above, the Committee gave first place on its program to the international

organization of scientific documentation, *i. e.*, the rapid and regular exchange of information regarding new contributions to knowledge, principally in the form of brief analyses or abstracts, which it recognized as one of the principal conditions of scientific progress. To organize collaboration between the periodicals and other agencies in different countries which are already trying separately to render a partial service of this kind, it has set up a Sub-Committee on Bibliography which is already by conferences and consultations beginning to get results in particular fields of knowledge, notably physics and physical chemistry, economic sciences, Greco-Roman antiquity, biological sciences. This Sub-Committee is also concerned with the problem of the better utilization of the library resources of the world and with international exchange of official and learned publications.

"Cooperation in scientific research is, in the opinion of the Committee, one of the best ways to draw human minds together, by setting them to work in the common cause of peace and of civilization. The natural sciences being essentially international in character are already well provided for through the International Research Council. It is in the field of humanistic studies, such as history or literature which are definitely national in character, that the Committee expects to be able to render the most important aid in conjunction with the International Union of Academies.

"With its personnel largely drawn from the leading universities of the world, it is to be expected that the Committee would be particularly interested in promoting closer relations between the higher educational institutions of different countries and between students of different nationalities. Many agencies exist providing for exchange of students, professors, and school teachers, for international fellowships and scholarships, for student travel and summer schools abroad, so that the chief task of the Sub-Committee on University Relations is to make information about them available and to promote such interrelations of these activities that international friendship would be greatly strengthened. It is particularly interested in coordinating the various schools and institutes that have been established for the study of international relations and in making known the sources in various universities and colleges dealing with contemporary civilization and the literatures and languages of foreign countries.

"One of the Committee's first declarations was that 'higher education cannot with impunity be separated from popular education. . .

it is mainly upon the universities that the duty falls of forming the teaching personnel in every country.' Thus it has come recently to undertake an extensive study of the instruction of young people concerning the League and the ideals of international cooperation. Replies from governments regarding the present provision in their educational systems for this purpose as well as information supplied by non-official organizations has been collected and published. A committee of experts is at present engaged in studying this material and planning a handbook for the assistance of school teachers concerned with such instruction.

"Art, music and literature have not been neglected, for in 1925 a Sub-Committee on Arts and Letters was set up to deal with international relations in this field. The fourth standing Committee is concerned with intellectual rights, studying the extension of copyright and the possibilities of establishing the idea of scientific property. Numerous other special projects have been taken up from time to time. One of these may be especially mentioned as of general interest, namely: The annual publication of an international list of about 600 notable books issued during the year.

"To carry on its work continuously the Committee has found a need for an executive agency and this has been provided by the generosity of the French government in establishing the International Institute of Intellectual Cooperation at Paris with an annual subsidy of 2,000,000 francs and a home in the Palais Royal. Two other countries, Poland and Czecho-Slovakia, have also contributed subventions, and at its last meeting an Assembly of the League invited other nations to follow their example."

In the *Modern World*, March, 1927.

PRESIDENTIAL REPORTS

BROWN UNIVERSITY, REPORT OF THE PRESIDENT.—“ . . . We are making at Brown a continuous effort to integrate the entire University—to enable every student to ‘participate in his own education,’ and every member of the Faculty to share in formulating the policy of the institution as a whole. The form of government of the American college has in recent years been attacked. It is said to be a belated survival of absolute monarchy; that the visible source of authority is a harassed and overloaded president whose powers are nowhere defined, or a group of trustees who control the purse strings; that the Faculty are hired men and the students are simply ordered to do or die. We can only make answer that no change in the form of government will avail much in the absence of a truly cooperative spirit, and that where the spirit of genuine comradeship exists, the form of government makes small difference—‘whate’er is best administered is best.’

“In recent years at Brown we have taken certain definite measures to promote genuine academic democracy, *viz.*:

“The establishment of a committee of conference between Corporation and Faculty, which on several occasions has rendered valuable decisions;

“The frequent calling of informal conferences between Corporation committees and Faculty groups to consider specific problems;

“The frequent calling of conferences of administrative officers with the Senior society, the ‘Cammarian Club,’ which is supposed to express and lead student opinion;

“The appointment of a committee of students to survey the entire undergraduate curriculum and report their findings to the Faculty;

“The appointment of a Faculty Committee on Educational Advice and Direction, which gives a vast amount of time to acquaintance with, and guidance of, the individual student;

“The appointment of a Director of Non-Athletic Student Organizations, who by constant conference with managers of the many undergraduate activities has placed such organizations on a sound financial basis and induced them in large measure to adopt the Faculty point of view. . .

“The third provision for the needs of the individual is through the creation of the office of Student Counselor. Certain alumni who are interested in the spiritual development of our students

have made this advance movement possible. There is no camouflage about it. While the Counselor will give his entire time to sympathetic counseling with students in every aspect of their lives—intellectual, physical, athletic, social, and moral—his chief aim will be to promote religious conviction and inspiration. Utterly to neglect the religious life for four years may be to starve or suffocate it. If the spiritual element in man is permanent and potent—and no educator can doubt it—then we must make as clear and definite provision for its development as for physical training or scientific research. . .

"For a similar reason our privately endowed colleges must now pause to take breath and make sure of their own ideals and purposes. They are confronted by demands for the admission of many students who do not enjoy study and do not want an education. What they really want is commercial success, and they view a college course as a business asset. They bring with them the hustle and bustle of the business world and eagerly elect every course of study which seems to lead to a salaried position in the marts of trade. The college that merely seeks to meet this obvious demand will lose its soul. It may graduate super-Babbitts, but will not produce men of cultivated minds, spiritual perception, philosophic temper, or capacity to guide the affairs of the nation. We are then fully justified in selecting for our freshman class those students who really covet opportunity for study, and who in personality and character offer promise of future public service. We cannot offer everything to everybody who comes. We can offer a definite kind of development to a coherent body of students fitted by nature and training to receive it. The college is an Alma Mater, not a department store.

"No college entrance certificate, no statements from the College Entrance Board can give us what we really need—insight into character and purpose. The student who comes to us with the highest record in certificate or examination, and who has attained high grade in the psychological test we now give to all new students, may nevertheless turn out to be selfish, fickle, and untrustworthy, useless to his college, and an undesirable citizen in later life. A student who receives only an average of sixty per cent in entrance examinations may prove an admirable member of a college community and graduate with scholastic honors, if he is dependable, industrious, eager for knowledge, a man of sturdy principles and high ideals. But all these qualities, so essential to the college and

the nation, are—incredible as it seems—totally ignored in our present entrance requirements. We need reliable character tests quite as much as we need 'grades.' The college indeed stands primarily for intellectual achievement, but the intellectual in human nature is deeply imbedded in the social and the moral. The Institute of Social and Religious Research is now engaged in a three-year task of testing the character of American boys and girls. If the result of its investigation shall be to furnish the college world with some criteria of personality, so that we can determine what students need and deserve a college education, and what students would be far better equipped for life by some other kind of training during those four critical years—if the Institute can do this, it will greatly assist in solving the most pressing of all collegiate problems. . .

"The Brown alumni resident in Providence have during the year rendered us a novel and interesting service. On their own initiative the Alumni Association invited eighty-six local alumni to serve as advisers to freshmen. All but one were able to accept the appointment at once. Two hundred and fifty members of the freshman class were divided among the eighty-five alumni, and invited to call at an appointed time and place. Many genuine friendships were formed, and many freshmen, far from home, received wholesome counsel from the older men.

"The enrolment of students shows that by reducing the number admitted to the freshman class, and by various other restrictions, we have been able to avoid any large increase in the total number. The whole number of students, including the Women's College and the Graduate Department, during the last year was 2101. For the previous year it was 2035."

W. H. P. FAUNCE, Brown University.

Report of the Dean.—"My aim, however, was to encourage both classes to come to me of their own volition and not wait till they were summoned. I am very happy to say that, after a long struggle and a persistent effort to prove my devotion to the best interest of the men, more students now come to my office without invitation than with. This means a great deal more than we might be inclined to think. Those who have been in close contact with youth during the past few years must have observed their restlessness, their dissatisfaction with present conditions, and often times their rebellious attitude toward those in authority. We have been

passing through, and are still passing through, a very trying period in our higher educational institutions where thousands of youths at the formative period of their lives are placed under our supervision, with the understanding that we are to give proper advice and direction. The conscientious educator is often at his wit's end to know how to proceed. No one can hope to control or direct this mass of youthful humanity by adopting the severe disciplinary policies of the army or of the navy, nor can we use the methods pursued in the mills and other organizations where order and obedience are maintained through the authoritative hands of those who hold at their disposal the salary and the position of the employee. These methods would not be educational even if they were effective. We are trying in every way to guide our students, not to drive them, in the way we think they should go. We try to prove to them, by our daily contact with them and through a straightforward and honest method of procedure, that their welfare is the one great thing in which we are interested. In this way we lead them to trust us and to respond to our efforts."

OTIS E. RANDALL, Brown University,
"Annual Report of the President," November, 1926.

BUFFALO.—Extract from the Report to the Chancellor, 1925-1926:
"If thirteen years can make a tradition, in this college—our oldest academic ideas have always favored the freshman. Nor are we as yet so large that even with freshman classes we must rely on the lecture system. The lecture system is used very little. Too many of the methods of college teaching have conspired to force the student into an attitude of passivity. Of this attitude the lecture system is the most impressive example. As standard forms have become worked out in the large university, it is often the practice, as critics of the college are fond of pointing out, to measure the student's education by the number of hours he exposes himself to lectures. For the college course to be organized on a basis of lectures suggests that nothing has happened since Abelard spoke in Paris to twelfth-century bookless students. . .

"The facts that we wish to discover about the individual concern more than the level of his intellect, important as that is. They have to do, as Dean Hawkes of Columbia has pointed out, 'with his heritage; to this extent they are biologic. They have to do with his background and his experience; to this extent they are social. They

have to do with his resources; to this extent they are economic. They have to do with his ambitions, tastes, and dreams; to this extent they call for the friendly and wise counselor. In any case, as complete and sympathetic and objective a knowledge of the boy as it is possible to obtain must be gained during the first two years of his college residence in order that we may help reveal the young man to himself.' Then, turn him loose; still under guidance, of course, but if under that regimen he has not come to himself, either the system is wholly wrong or the boy himself is in the wrong environment. Our curriculum, then, is seen to be inseparably bound up with the attempt to provide in 'honors' courses an opportunity worthy of the miraculous unfolding of the mind of youth as it awakens to its full possibilities."

JULIAN PARK, Dean.

*Personnel Research.*¹—"In the year under review, the main emphasis has been put on research—(1) in the gathering of data which will be useful to inform students regarding vocations, and (2) in collecting material regarding students which will be of value to teachers and administrators in the University. The bulk of the time has been spent on students who are now in the College of Arts and Sciences.

"During the fall of the school year a questionnaire was circulated among the college graduates of Buffalo and the nearby towns for the purpose of finding out the attitude of men and women of college grade regarding their occupations, and the reflections they have had upon the best courses and methods of apprenticeship for each occupation. I believe that this material will be useful in advising students especially by way of indicating to them what courses have apparently been of greatest value in different professions. The main summaries and conclusions are published in a pamphlet of the series of the *University of Buffalo Studies* under the title 'The College Man in Buffalo.'

"There has also been collected considerable information from intelligence tests and other data. The following are some of the conclusions drawn. They indicate the type of generalization which is possible from such a research center.

"(1) Compared to over one hundred and fifty college freshmen classes in as many colleges over the country, the University of

¹ Extracts from "Report of the Director of Personnel Research to the Chancellor of the University of Buffalo," November, 1926.

Buffalo stands high in the upper fourth of colleges which have used the intelligence tests of the American Council on Education. In some kinds of ability Buffalo freshmen are very superior, ranking in the upper 5% of American colleges. Particularly is this the case with an artificial language test—a test designed to measure one's capacity to translate from a new set of symbols into English and vice versa.

"(2) The correlation between intelligence tests and class work is consistently below that obtained in many other colleges. I believe that this is due to the fact that we are educating a large number of students who are the children of immigrants; in fact, over one-half of the student body belong in this category. This means that many students have sufficient energy and intelligence to get good grades in college work, who at the same time lack some of the elements of culture expected in an old American family and necessary for high scores in intelligence tests.

"(3) We are finding poorer relationships between intelligence test results and classroom marks in our pre-professional groups (pre-medical and pre-dental particularly) than we are finding in our four-year arts college group. This is correlated with the fact that a large proportion of these pre-professional students are attempting to earn money outside of school. There is, in other words, an apparent lack of serious interest on their part in the arts curriculum.

"(4) Nine out of eleven in the lowest five per cent in their intelligence test scores failed to pass satisfactorily in their freshmen year. The tests are almost diagnostic in this lowest group. Beyond this lowest level marks and test scores are much less closely correlated. Many who fail in college made high intelligence ratings.

"(5) Holding men on probation seems to have a beneficial effect. I believe more use should be made of this means of control. In fact I feel no one should be dropped who has not been placed on probation for at least a few weeks. . .

"The final activity of the Personnel Office for the past year has been in connection with the new course on 'How to Study' for those freshmen from the lowest two-fifths of their graduating classes. It occurred to us that a compromise between allowing these individuals to enter without any inspection, and keeping them out altogether might be some course of study. In this course, extending up to the preliminary freshman lectures, we put equal emphasis on testing abilities and on training those who appeared

to have the ability to handle college work. There were thirty-eight persons in all (only three of whom were women) who applied for entrance to the course. Five were dropped at the end of the first week and a half. The others were held throughout the course, though seven of these were finally placed on scholastic probation and allowed to take only a reduced schedule (a maximum of fourteen hours instead of seventeen hours).

"More than twenty standard intelligence and school content tests were used. The most remarkable observation that was made was in the improvement made throughout this series, showing practice effects which were unsuspected. The group as a whole were slightly below the average of last year's freshmen class in some of the earlier tests; whereas in the tests given them at the end, together with the rest of this year's freshman class (1926-7), there were only eight out of thirty-two who scored below the total class average.

"The training period consisted in drill in the following: (1) English composition (under the direction of an experienced College English Teacher, Mr. Bangs); (2) note-taking in which each person's notes from readings and lectures were surveyed and critically analyzed several times; (3) rapid reading of simple material where detailed memory is not required; (4) slower reading with comprehension and memory of harder material; (5) discussion; clear and logical statement of opinions on various debatable topics. It is my impression that the first two types of drills were the greatest advantage but we hope to gather more data on this subject later. . ."

EDWARD S. JONES.

JOHNS HOPKINS UNIVERSITY, ANNUAL REPORT OF THE PRESIDENT.
—" . . . We can and should, however, always keep in mind the ultimate goal which we are striving to reach. This goal is the building up of an institution which is exclusively devoted to advanced work. . .

"The college and university faculties took an important step towards the realization of the new plan by the adoption of resolutions set forth in the Dean's report. The effect of this action will be both to provide greater specialization in the last two years of the college and to permit a qualified student at the end of two years in college to begin advanced work, under the supervision of the department with which he wishes to work. It is hoped that students who know what they wish to study will be able to complete their

work for a higher degree in somewhat less time than has been the case in the past, and that all students in the last two years of the college will by reason of greater concentration of their efforts develop a keener intellectual interest in their work than is possible where that work is scattered among a variety of somewhat disconnected subjects. The success of this new arrangement will depend for the most part on the attitude of the student. If what the student desires is to devote himself to some chosen field of work the new arrangement ought, it is believed, to succeed. If, however, on the other hand, what he wishes is to obtain a bachelor's degree through the accumulation of points of credit, the new plan will have little if any effect. In any case it will probably be some time before any judgment of value can be reached as to its success. For it will require a certain amount of effort to change the attitude of students who have grown up under a point system. That the attitude of the members of the Faculty will have a potent influence on the attitude of the students goes without saying. It will be difficult for them also to change their attitude. They as well as the students have been accustomed to the point system. . ."

FRANK J. GOODNOW, President.

Report of the Dean of the College Faculty.—At its meeting on February 24, 1926, the Board adopted the following resolutions:

"1. Upon completion of the first two years of collegiate work a student shall indicate whether it is his intention simply to proceed to a bachelor's degree in accordance with the present system or to specialize in some field in the manner described below.

"2. If, however, a student decides to specialize in some definite field, he must first satisfy the professors of the department in which he wishes to study that he is qualified for advanced work in this subject. If accepted as a student in this department, his program of work shall be outlined by its professors. No arithmetical system of credits shall be applied; and each department shall determine the character of the work required—lectures, conferences, reading, laboratory, etc. If the student desires to become a candidate for the degree of Bachelor of Arts, the requirements for the degree shall be determined by the department concerned, subject to approval by a committee of the Board of Collegiate Studies, and the program of study for the last two years shall be filed with the Dean.

"3. If a student at the close of his third regular undergraduate year under the present regulations shall decide to concentrate his study in some field, he may do so subject to the conditions stated above.

"The Board of University Studies took corresponding action so as to meet the situation, and those students who in their undergraduate courses decide to specialize in definite fields may become at once candidates for the Master's degree or the Doctor's degree.

"The essential features of the Resolutions of the Board of University Studies, as stated in the University Circular No. 368, are:

"(a) In the case of students who, though without the baccalaureate degree, are able to show that they are prepared for advanced work in the subjects in which they desire to specialize and have been received as advanced students, the minimum requirement for the degree of Master of Arts is three years of University work and residence, and, for the degree of Doctor of Philosophy, four years of such work and residence. Generally speaking, the amount of preparation for enrolment as an advanced student will be that represented by two years of collegiate work. But, in any case, the instructors in the department in which the student desires to specialize will determine whether, in fact, by reason of the courses of study he has previously pursued and his records therein, together with other work done by him, the applicant is prepared for advanced work in the subject which he has selected.

"(b) To become a candidate for the degree of Master of Arts or of Doctor of Philosophy, the student must select a subject in which he intends to concentrate his efforts, and must place himself under the guidance of the department of that subject. The department shall indicate to the candidate courses or other work in allied subjects which it is desirable he should take. The consent of the instructors giving the courses or directing the work shall be obtained. The granting or withholding of this consent will be based upon the judgment of the instructors as to the qualifications of the student to pursue with profit the courses or work, admission to which is sought. . ."

JOSEPH S. AMES, in the Johns Hopkins *University Circular*,
October, 1926.

EDUCATIONAL DISCUSSION

ADULT EDUCATION—A CHALLENGE TO PHI BETA KAPPA.¹—

“ . . . The fact is that we must understand and realize and bring home to ourselves that continuing education is the only real education. Commencement is commencement, not the end, if our college training has been worth while. The boy who on commencement day sells his books to the junk-man or gives them to the janitor of the dormitory—who hasn't known him?—has been graduated; he has been put through certain educative processes, he has a degree, but—he hasn't been really educated! No man can escape some sort of continuing education on leaving college—only we ask, shall it continue to be an education from books, from ideas, from noble characters and ideals, an education in which the grown man shall knowingly choose his lines of thought, his reading, his associates in leisure hours, even the manner of winning his daily bread so that he shall grow with the years, shall increase in intellectual stature and thus find favor? Or shall it be that grim education which drives home the adage that ‘business is business,’ which cribs, cabins and confines interest, intellect and soul? We have all seen both types. We have seen men grow dull and heavy and rich—or poor—with the years. We have seen them mellow and ripen and broaden alike in character and in service until they stand forth as inspiring examples for young and old alike. There is nothing accidental in either—though we often think there is. The college which has put fiber into its men and women has generally sent them out with such a zest for the real things of the spirit that they keep on growing and really educate themselves as the years go on. . .

“In the century and a half since Phi Beta Kappa's birth the college man has been left to his own devices to achieve this continuing education of the nobler sort rather than succumb to the cares of this world. But with the last few years certain colleges have begun to show a direct interest in this problem of continuing education. . . Several New England colleges for both men and women have organized reading courses for alumni, courses on live topics of the day for the most part. Other colleges and universities are studying this new departure. There is a wide range both in the amount of organization and in the character of the work recommended. But to my mind it is a very significant thing that alumni have asked and the

¹ Address delivered on December 4 at the annual meeting of the Buffalo Chapter of Phi Beta Kappa.

colleges have responded with this service, slight as it may be as yet. Here we have the college actually offering the alumni something—not merely asking his interest, his boy, and his money. It is a healthy and promising situation. I believe it is indicative of a new meaning in education, a new attitude on the part of the colleges and of their students. For if this idea of continuing education ever gets itself firmly established as a matter of practice, there will be a marked change in the attitude of undergraduates toward their work. That work now consists chiefly in the acquisition of a given number of credits and points—not of an education or the temper of an educated man. If the process may be held to be only begun by the four or more years of college study, the attitude toward work in college is bound to change. College education will begin on the campus—perhaps off it at the side of the radio receiving set—who knows? But it will not end with commencement, with a sheepskin or with election to our own honorable society. . .

“The medical profession and certain medical schools have deliberately organized certain post-graduate schools and courses, designed, at least in part, to keep the practitioner up to date. I knew well a country doctor of the old sort, a flivver taking the place of the old mare, in a round of half a hundred miles daily. Every other winter he got some younger man to hold his practice together while he went from his Vermont village now to New York, now to Boston for six or eight weeks in hospital, clinic or laboratory. Why cannot such men be in the minds of every university and college president and trustee? It is such as he who need the continuing care and provision of our professional schools and colleges. We shall not do our full duty by our alumni until we afford them the chance to plan for such special study under the best of conditions. What this country doctor—no mean man, I assure you, but a real physician beloved by hundreds and content to serve his folk—needed and got, the country or city lawyer might well have offered to him. So might the engineer have the way of escape from the deadening routine of his work opened to him in the pursuit with mature fellows of literature, history, art, politics, and so on without end. Of course, these terms must be short—but little time can be given them in the whirl of modern life. Equally, of course, there cannot be a mingling of undergraduate or even ordinary graduate students with more mature men and women. The whole nature of both demands separation in such study. But until we who are in uni-

versity and college work, and you who are vitally concerned with this enlargement of college opportunity, rise to this problem, it will still face us and demand solution. . ."

W. W. BISHOP, University of Michigan,
in *School and Society*, No. 640.

RESEARCH IN COLLEGES AND PROFESSIONAL SCHOOLS.¹—" . . . A few college presidents and university professors have expressed the feeling that men qualified to do worthy research are rare, and that most college teachers would do well to let research alone and stick to their teaching. We who have been endeavoring to promote research in colleges have had a fundamentally different view, and it seems well to outline it briefly as a background for the discussions to follow.

"We believe that every normal individual is born with some endowment of the research spirit—the inquiring mind given to trying to find out by exercise of its own powers. Normal children are full of natural curiosity and they have to a fair degree the habit of experimenting; that is, they are endowed with something of the research spirit.

"We believe that this mental habit of learning by self-reliant experiment should be conserved and strengthened from the beginning throughout life. We believe that all education, from pre-kindergarten age on through the university, should have this encouragement of the spirit and habit of research as a main object. We believe that no worth-while job in life can be done with proper effectiveness in any other spirit. We believe that, in all education, learning through self-reliant experiment and exercise of individual judgment should dominate and that the habit of stopping with faith in the printed statement in the textbook should be avoided as leading to fatty degeneration of the mind and soul. We believe that teaching should be conducted only by those who have the research attitude themselves and have ability to cultivate it in their pupils. . .

"Men with the research spirit are now available for the colleges, and from among university graduates are coming new men who, though wrongly trained in their earlier school studies, have later come into contact with the research spirit in the university and have presumably imbibed something of this spirit. We believe it to be vitally important to the colleges to encourage in every way in their power the spirit of research in their teachers.

¹ Extract from address by the Secretary, Committee on Research in Educational Institutions, American Association for Advancement of Science.

"It is equally important for the schools of all grades, but their problem is one of much greater difficulty, for they draw their teachers chiefly directly from the excessively pedagogic and therefore deadening atmosphere of the ordinary schools and normal schools rather than from among university graduates. We have, therefore, given our attention chiefly to the colleges, a phase of our educational system apparently now most ready for improvement. Conditions in professional and technical schools need as serious consideration as those in colleges.

"In brief, so far as the American college is concerned, our main purpose is to change somewhat fundamentally its intellectual atmosphere, to set up a new standard, so that hack teachers will be barred and young men and young women at the time they are determining their life interests shall be in contact with teachers of scholarly habit and some scholarly attainment. This is a far-reaching program, requiring time and much money for its attainment. The first essential step is to see clearly the goal and to reevaluate college customs, ideals, and methods in view of this larger conception of college excellence."

MAYNARD M. METCALF, in *Science*, No. 1683.

SOME POLICIES FOR A SMALL COLLEGE.¹—"With all that a college can accomplish in the way of training, its most effective step toward repute will ever be the selection of the best human material upon which to work. If a small college is to justify the large expenditures that are necessary to make it a going concern, it must frankly, though unobtrusively, sever the relations of such students as do not possess the mentality necessary for intellectual leadership.

"This assertion is not intended, of course, as advocacy of that ruthless slaughter of students which often takes place at the middle of their first year in college. One of the greatest sins of which the modern large college or university is guilty is that of dismissing freshmen, who have, after all, been cut loose but a few months from the swaddling clothes of the preparatory school, before they have gained any real ideas of responsibility or have become at all acquainted with their new environment. Such dismissal has produced a permanent inferiority complex in many an estimable youth, and it has frequently been found that a student who makes a partial or complete failure in the first term of the freshman year is

¹ Address before Alumni Association of St. Stephen's College, New York City, February 8, 1927.

able to develop into a man of large caliber when given a fair trial.

"But after a student has been at the college for two years and has shown himself to be a person of rather ordinary ability, an institution that is seeking to train leaders may well decide to suggest that it will be wisest for him to leave the institution. He may even have been able to pass all the necessary tests and yet properly be encouraged to go. If he does not or cannot aspire to intellectual leadership, he may with reason be advised either to enter some practical and respectable avenue in life not requiring intellectual superiority, or else to secure a transfer to one of the larger institutions that are training vast numbers of mediocre men on the wholesale plan. There can be no disgrace attached to the fact that one does not rank above the average in intellect, and there are abundant opportunities for usefulness where the sort of preparation that a select small college seeks to give is not required.

"Then the students that are retained during the last two years should be permitted to specialize in some field that has appealed to them and to give all their time to studying for honors in this subject. They should be emancipated from the restrictions of the classroom, and given an opportunity to pursue their work freely under the tutelage of a specialist, who shall serve as 'philosopher, guide, and friend.'

"For the sake of the welfare of society we should give to all an equal opportunity to develop to their utmost capacity, but at the same time understand from the start that this can never mean the same kind or amount of education for all. We have been most unwise in determining the degree of training that we shall undertake in a given case. There is nothing more pathetic in the world than the spectacle of a youth vainly endeavoring to raise the ponderous weight of a college education when it is quite beyond his intellectual strength. He is not only an annoyance to the professors and a hindrance to the proper training of the more able members of the class, but he is a burden to himself and eventually will be to society. Let us try to remember that not all Americans can do everything, and that there are useful and honorable fields of activity in life that do not require a college education.

"Moreover, the creation of leaders is no small matter, but is one of the most essential functions of college education. The importance of leaders to democracy itself, especially at the present time, when

we are struggling hard to steer clear of the Scylla and Charybdis of sovietism and dictatorship alike, is beyond all calculation. The average individual has a serviceable part to play in life and can perform the ordinary activities and help to conserve the achievements of society, but we must always look to his intellectual superiors for the leadership and direction that will keep us clear of confusion and oppression. If democracy is to be preserved and advanced, it must be through trained leaders. Some colleges may well make this function their distinct purpose, even if demagogues accuse them of aristocracy and exclusiveness. They will be the real servants of democracy."

F. P. GRAVES, University of the State of New York,
in *School and Society*, No. 641.

GETTING INTO COLLEGE.—Beyond their plans for Commencement a hundred and fifty thousand youths and maidens of graduating classes in public high schools and private schools throughout the country are pondering the problem that will soon confront them of entrance to college. Will their final school marks be up to the certificating standard, or will they pass the "College Boards?"

"To twice a hundred and fifty thousand others—their fathers and mothers—these questions appear even more momentous. In the first place, alike for the parents who are not college-trained and for those whose college days date back to the early nineteen hundreds, there is something perplexing in the current terminology of 'Carnegie units,' required and optional subjects, certificating marks, Old Plan and New Plan examinations, Scholastic Aptitude Tests, and the rest of it. Most disquieting of all are the recent tidings from certain academic walls that their gates will swing shut after limited, selected numbers have entered. Reasonable and right—in the abstract—this limitation of enrolment; but what if these selective procedures should not select our children!

"Because it strikes home to so many and because it is a problem of broad social as well as educational significance, there would seem to be profit in a fresh and unbiased report upon entrance into American liberal arts colleges today. . .

"*The Certificate System vs. Examinations.* As has been indicated, the vast majority of American colleges use the certificate system; that is, students are admitted without examination if they are

certified by an accredited school; or they take certain or all examinations if they are not certified. The system started in 1871 at the University of Michigan, where it was developed under the direction of President James B. Angell, father of President Angell of Yale. Middle Western in its origin, the certificate idea spread to New England, and by the turn of the century more than a hundred colleges and universities throughout the country had adopted it. Today, of 763 collegiate institutions listed by the United States Bureau of Education, all but a dozen use the certificate system with varying regulations as to the accrediting of schools and as to grades and class ranking for admission without examinations. . .

"As to the merits of the certificate system versus examinations for admission to college, there continues to be a wide difference of opinion.

"The attitude of preparatory school leaders in general is that examinations such as are given by the College Board are an incentive to pupils and to teachers and have raised the standard of attainment in American education.

"Public-school men in general say that they cannot diverge from their broader program to train a special group for special examinations; that to do this would be contrary to the cardinal principles of modern secondary education."

RAYMOND WALTERS, Swarthmore College, in *Scribner's*, April, 1927.

ARE THE COLLEGES SAFE FOR THE UNDERGRADUATES?—"The purpose of collegiate education is either undefined or unworthy. Its methods are quantitative, mechanical, or even mathematical and consequently unfit. Its results are still worse. Its graduates are a host of things undesirable and hardly anything good at all. So conclude the ubiquitous critics. On their authority the colleges must be unsafe for the undergraduates and ill-starred for everybody else.

"But the public counts these criticisms quite unwarranted. Never before in any country did parents so earnestly desire collegiate education for their children as in America today. Interspersed among the violent attacks on school and college appear equally earnest statements of the belief that in education is to be found the solution of most of the ills of church and state. That is civilization's chief hope, there society must seek the panacea for its ailments. . .

"What are the facts which make the colleges seem to these parents

educationally safe and desirable for their sons? Some of them are these. The best law schools, which used to require little if any college preparation, now demand the bachelor's degree for admission. The better medical schools and even the schools of business administration in at least one distinguished instance have come to require a like four-years' college preparation. Who should know better what the real worth of a college degree is than these professional schools? Who is warranted in counting a college course purposeless when these institutions find it necessary for their purposes? That Chicago author who some years ago proclaimed the undesirability of a collegiate preparation for a business life is said finally and apologetically to have changed his opinion. At any rate the employers about the country make increasing demand for college graduates for business positions; and the high-standing scholar, the man who most fully represents the educational wisdom or the educational folly of the college, is sought most of all. Twenty and thirty years ago the employers insisted that they wanted athletes, managers, all-round men, not scholars at all. Today they demand first, scholarship, secondly, attractive personality, and only thirdly, prominence in undergraduate activities. . .

"The present goal of the college is the sharing of all undergraduates in sports conducted in scientific and orderly fashion. That every college youth be taught to play at least one outdoor game with some degree of skill and that he learn the physical, mental, and moral lessons which produce that high result, the clean and manly sportsman—such is today's purpose in collegiate athletics. The faculty, which used sometimes to scorn and often to complain of all athletic interests, has come to believe that those things are worthy of its generous support and that the playing field is a helpful partner in the development of men. Outdoor sports are no longer to be grudgingly endured in the college, but to be recognized as a valuable part of the educational system. Perhaps there will be fewer famous college athletes under the new régime. Surely there will be many more of college graduates whose sound bodies will evidence the blessings of wholesome sport faithfully and wisely cultivated through every week of four growing years. The new ideal may mean less of spectacular intercollegiate contests or may mean more. It matters little which so far as the average undergraduate is concerned; but it does promise for him a saner increase in stature. It is welcome, therefore, as one of the more hopeful changes of the recent college

years. The foolish extreme of popular interest which football spectacles now arouse is not of the undergraduate's choosing. He surprisingly retains much greater sanity of judgment concerning these events than does the general public. Some of the calmest and most severe rebukes which exaggerated athletic interests have had to bear are to be found in the editorials of undergraduate publications. Those older men who magnify the spectacular college sports overmuch might well turn to the undergraduates for a lesson in the valuation of games.

There was a time still remembered when the attitude of the undergraduate toward his instructors, toward the practices of intercollegiate athletics, and to a considerable extent toward his fellows rested on a basis where falsehood had large place. Absence from college tasks for purposes of personal pleasure was often charged to illness. Diseases 'which permitted no duties and forbade no pleasures' were very prevalent. The choice of the disease to be ascribed depended in many instances on the ability to spell and the excuse sheet, which still showed that two or three attempted names of ailments had given way through difficulty in orthography to some simpler term, was signed and submitted to the faculty committee with no anxious thought of the penalties promised to those who lie. The sick excuses were varied with fictitious accounts of the death and burial of supposedly near and dear ones, the accounts deliberately written and signed. The multiplicity of methods whereby examinations could be passed by trickery rather than knowledge consumed much ingenuity and violated many a code of honor. Intercollegiate athletics provided a particularly fertile field for the ripening of many varieties of the obnoxious fruits of prevarication. Even at the worst of these conditions, the colleges were not counted unsafe for the undergraduates and the lives of the graduates of those years suggest that they found both safety and marked development of power there. The ethics of college speech and action have greatly improved in three or four decades. The undergraduate of nowadays who will lie to a college officer is very rare and meets with genuine disapproval from his fellows. . ."

F. C. FERRY, Hamilton College,
in *New York State Education*, March, 1927.

RELIGIOUS FANATICISM.—Medical education is in danger of being handicapped by the present opposition to evolution on the part of

well-meaning, but unintelligent people. Imperfect preparation of their students is one of the most serious difficulties which professional schools face. Not merely do students lack scientific training in college, but too often scientific training in high school. This difficulty will be seriously increased in states because of the anti-evolution hysteria. In some states it is already a punishable offense to teach evolution in tax-supported schools. In consequence, textbooks will affect still other areas than those in which religious obscurantism is politically triumphant. Already certain books of real scientific quality are being withdrawn from circulation in several states, and still others are being revised so as to omit not only reference to evolution, but even scientific data upon which the evolution theory is based. As it is unlikely that publishers can afford to get out special editions for such states as have passed the anti-evolution bills or are at the mercy of textbook commissions, the tax-supported colleges and medical schools throughout the United States will be forced to use textbooks that have been censored by the ignorant. This already has occurred in at least one textbook on biology and will undoubtedly happen in other cases, unless authors and publishers are ready, as to their credit some are, to sacrifice sales in the interest of intellectual probity.

The extent of the effort on the part of religious reactionaries to bring about anti-evolution legislation would surprise those who have not been in touch with the matter. During the present year bills have been introduced in many states, among them Arkansas, Missouri, Minnesota, Maine and New Hampshire. Leaders of the fundamentalists are threatening to propose such bills in every state in the Union. Already several states have adopted such legislation. Fortunately others have rejected them. The matter has long since passed the laughing stage. The crusade is being carried on in many pulpits. Not only is freedom of thought threatened, and religious intolerance liable to be fastened on American education, but fundamental scientific positions are being assailed in the name of loyalty to the Bible. If these present attacks on biology and physiology are successful, we may logically expect that legislation in the interests of protecting what its proponents regard as inspired biblical teaching will be directed against astronomy, physics, and botany. A teacher in a tax-supported school may yet be punished for teaching that day and night are due to the relation of the earth to the sun; that the sun and the stars came into existence before plants were on the

earth; that animals and birds were in existence before man; that woman was not made from a rib of the first man after animals had been named by him.

A prospective physician, during the course of his education, is thus in danger of being brought into subjection to willful hostility to science based upon an unintelligent use of the Bible. The bearing of such a situation upon future physicians and surgeons is too threatening to justify indifference on the part of those who really believe in science or religion, much less on the part of those who believe in both.

SHAILER MATTHEWS, University of Chicago,
in the *Bulletin of the Association of American Medical Colleges*.

THE JUNIOR COLLEGE.—“In the last ten years a notable movement has appeared in secondary education. Our academies, seminaries, and even our high schools have been offering their graduates an additional two years of study of college grade, enabling them to enter college as juniors instead of as freshmen. This advance work, known as the Junior College course, is optional and does not interfere with the regular curriculum, which continues what it has always been, the regular students possibly somewhat stimulated by association with those of superior rank. The movement began tentatively and advanced for a time slowly, but lately has become a torrent. The latest official figures I have seen give 375 Junior Colleges already established and an average increase of something like five a month. I do not guarantee these figures. They look large, startling even. I have no means of verifying them. Though called official, I think we must treat them as only approximate.

“Nothing is more striking in this movement than its escape from criticism. I at least have heard no word of doubt. Such silence alarms me. I want to hear discussion. I am like the mother who, when little Johnnie is quiet, knows that some mischief is at hand. We need controversy. But wherever teachers gather they assume the Junior College to be a long step onward and mourn that their funds are not large enough to allow them to adopt it. . .

“Colleges too are in general not unfavorable to the movement. Their professors are annoyed by the amount of elementary work which must now be done by freshmen and sophomores before they are fit for the research and independent thought for which the final years are planned. In Germany that preliminary work is done in a

Gymnasium. If we too could relegate all this preparation to a Junior College at a distance from the campus, our intellectual atmosphere would be improved.

"Naturally enough, then, those who are considering the immediate effects of the Junior College—what we may call the movement in its short run—regard it as a notable advance in American education. In the many reports of teachers' meetings which I have read I have not met an adverse word. On all accounts other than the heavy new financial burdens, it is assumed as a matter of course to be a blessing. In this paper I want to question this assumption and invite attention to the effects of it in the long run. In my judgment it is more likely to bring disaster than anything which has happened in our world of education during the last fifty years. I call on the public to see whether there is still time to lessen this damage. . .

"Let me point out first a few of the lesser evils. While, in any academy—Bradford, for example—the girl who was not going to college might in this way get a taste of what college would be, it would be a very small taste and at the cost of the girl who might have tasted the real thing. No one will pretend that the instruction had in a secondary school will generally be as valuable as that given by college professors. And certainly there is a great difference in the surroundings. At Bradford the great majority of the associates of a Junior College girl must be her inferiors, mere schoolgirls. More than three-fourths of those she meets at college will be her superiors. Can there be any question which is the more maturing atmosphere? Or again, however irksome a professor finds it to be spending time over half-prepared freshmen, there are advantages in it if he is looking toward fashioning intellectual character. That is difficult business at best. Even after four years many young men graduate without bearing any distinct mark of their college life. Could that life, then, be safely cut in two? I doubt it.

"It is agreed, however, that as soon as Junior Colleges become usual, universities will drop their freshman and sophomore years. This has already occurred at Johns Hopkins and Stanford. Other universities are preparing for it. But they are not likely to stop there. They will feel the need of the longer disciplinary time of which I have just spoken and will substitute for the dropped years two advanced or graduate years. Certainly this looks like a clear gain in our education, putting us on a genuine level with educa-

tion abroad. But it is precisely on that fact that I base my strongest objection. Almost certainly the Junior College will in the long run blot out what I regard as the precious distinction of the American University in contrast to the European. But to demonstrate this as a fact and show why it would be a calamity is a long affair and will require the entire remainder of this paper.

"Hitherto, in America, rather more than half of our college graduates have gone into business. A small group, chiefly in art and literature, gives itself up to the private pursuit of these tastes. The rest enter some one or other of the professional schools. But no sharp line is drawn separating men of affairs from scholars. In every city between the two oceans are men and women who, though not members of any profession, have in passing through some college acquired an interest in scholarly things, and use their times of leisure for carrying this interest on. They are known as cultivated persons, caring for much beside money-making. . .

"Now if the Junior College system should ever become complete, our colleges would turn into professional schools and this important class of amateur scholars would disappear. America is the only country which has ventured to interpose four years of culture study between its day schools and its professional training. For the essential topic to which the college is given is the student himself. In James Russell Lowell's fine phrase, it aims at teaching nothing useful, and so by its presence in a society disposed to measure everything by material standards it becomes a factor of extremest use. The student in these formative years directly faces his mind and examines its working in many fields. Here he is transformed from boy to man. His countenance, figure, speech, and bearing undergo a maturing process before he is subjected to professional discipline. . .

"There is nothing like this in any other country, and nowhere is the double tutelage so much needed. Elsewhere one or the other is sacrificed, the professional school or the cultural school. England can hardly be said to have professional schools. . .

"The universities of the Continent, on the other hand, are entirely professional. There is no pretense of culture training. Some years ago I asked the professor of education at the Sorbonne how many men were then there for purposes of culture. He answered, 'Not one.' I put the same question to Professor Villari in Florence. He said he thought he had seen two. He was not sure. They

might have been studying art for professional purposes. The French, German, or Italian university is a mere group of professional schools, yet so centralized in government supervision that at one time a French Minister of Education could boast that at any given hour he knew just what lecture was being given in every university of France.

"It is plain, then, why the Junior College, when fully established, must exterminate our scholarly amateur. No doubt he could pick up much cultural matter in a law school or scientific school. So he could now, but he does not go there. His ideal interests are not often aroused till the last years of his college course. A professional school, too, while serving his purpose only incidentally, will oblige him to postpone for six years his entering business life. He will do nothing of the kind. He will go directly from school to business, and the glorious peculiarity of American education will disappear.

"And with its disappearance will go, not only the quiet spread of civilization over the dark-places of our land, but also the principal means of support of the colleges themselves. . . What shall we do when, through the working out of Junior College schemes, it ceases?

"Presumably we shall do what European universities have done—rely on the State. Gifts to higher education from individuals are hardly known on the Continent. The comparatively small number of universities there are state institutions; new ones are seldom founded. Their professors hold by government appointment, and the subjects taught must have the sanction of the Minister of Education. Are these educational conditions what we want? Shall we count them an advance on what we have at present? Is it wise to drift into them without criticism, following a popular cry?

"It may be said that we already have state universities and they do us no harm. In my judgment they do us much good. . . Our state university is never a mere group of advanced professional schools. A large part of its work is of the most 'useful' sort. The common people who vote money for its support properly expect that their sons and daughters shall be taught the 'practical' matters which would be required in making an average living. No other college does this work so well. As most of these universities are in states predominantly agricultural, the rudest details of farming appear on their programs side by side with literature, philosophy, and history. This is as it should be. I merely adduce it to show that there is no analogy between our state university and the state uni-

versity of Europe. When our Junior Colleges attain their goal it will be nothing of this widely beneficial sort. It will remove learning from the common people. It will not bring it to their doors. A European university can keep up the number of its students by prescribing a degree as a condition for political appointment. . .

"What I have stated, therefore, as facts cannot be minutely trusted. All that I would insist upon is that between the higher education of Europe and of America there is a substantial and important difference which the Junior Colleges, if unchecked, will break down. I write merely to start inquiry. The more fully I am proved in error, the more pleased I shall be. I cannot myself detect that error. The steps through which my argument has passed are tolerably simple and the conclusion is for me inevitable. Wherever Junior Colleges are strong, colleges will drop their first two years and will add two graduate years, chiefly of professional study. The unique intermediate culture college of America will disappear, and with it the great troop of men and women who, having had contact with scholarship, have become leaders in idealism and centers of civilization for our waste places. The financial backing of these persons, the main support of our colleges hitherto, now ceasing, we must, like the universities of Europe, come into dependence on the State and let our politicians refuse money if we teach such science as they do not like. I do not detect the flaw in this argument. Will someone point it out? . . ."

GEORGE HERBERT PALMER,
in the *Atlantic Monthly*, April, 1927.

COLLEGE BALLYHOO.—"There are three open guesses in explanation of the too frequent acknowledgment, on the part of its friends, that the American college is failing to meet its chief obligation. If it be thought that the people outside and the students inside the college no longer respect scholarship, it is because, first, scholarship is no longer as distinctive as it once was; secondly, that the public (and the undergraduate) is no longer as deferential to its betters as it ought to be; or thirdly, that it is because the suspicion of scorn is itself absurd. A comprehensive answer to the charges involved probably overlaps all three of the reasons given. But in any case, this type of publicity output is poor strategy on the part of apologists for the college. Once sponsored as authentic, such confessions spread by leaps and bounds in the undergraduate press

and the popular mind, and further the mischief which they are supposed to disclose.

"The public scorn of scholarship, so called, is a watery fiction which was first offered as offset and excuse for the temporarily greater, or at least noisier, expressions of interest in some of the unscholarly features of college life. . .

"Our standards of distribution may have changed. The old types of learning were monopolized by a very limited class of professionals. The parson, the physician, the professor, and the lawyer, —these were the only learned men the average community of fifty years ago could afford. This group stood apart from the herd. The common citizen went to some one of the four whenever he needed to know anything beyond the scope of his own ignorance. He therefrom learned all he needed to know about his future salvation, his health, the problem of making a living, or the best way to keep out of jail. The learned professions met all civic needs, and met them vicariously—and that is such an easy way to get out of a scrape, an intellectual, a social, or a religious mess, that it is little wonder we hark back to the good old simplicities of a more primitive intellectual life, when common folks had to be respectful of other people's learning and were correspondingly indifferent to their own inferiority complex in this respect.

"There is probably nothing on earth so barren as mere intellectuality untouched by human impulse. It is capable of being as essentially selfish as the luxuries of a plutocratic *bon vivant*. The state it most desires, the state it most deserves, is the chill remoteness of its own good company. If there is one class of 'teacher' whose salary and position are an extravagance and a drag on the common welfare, it is the chronic intellectualist, who brands all students as uneducible morons and himself a long-suffering specimen of the all-wise, crucified in the name of mass education. Such specimens may be scarce, but the literature of despair which we here lament puts a premium on the mental conditions involved and they tend to increase. The present generation, we must recognize, has very little use for dry-as-dust scholarship. That is the obvious reason for the revolt against the idea of a Ph.D. degree granted as a badge of distinction for a type of scholarship which is without apparent human value except as a job-getter for its victim. That is also the reason for the parallel revolt against high marks and scholarly distinctions which are granted as rewards for superficial and ephemeral cramming processes only.

"The essential fact of the situation as we review it is that this day honors and respects learning not so much as it does efficiency. The two are not always synonymous. Learning may or may not be efficient. Efficiency may or may not be learned, though always it is intelligent. . ."

G. H. M. in *What the Colleges Are Doing*.

LOCAL AND CHAPTER NOTES

DAVIDSON COLLEGE, A GOOD EXAMPLE.—Letter sent to members of the Faculty:

"The undersigned extend you a cordial invitation to join the American Association of University Professors. We are taking the liberty to do this, in behalf of the Association, because we happen at present to be the only members of the Association at Davidson College.

"For our profession the position and functions of the Association are analogous to those of the American Bar Association and the American Medical Association in their respective fields; the faculties of accredited colleges and universities only are eligible. The total active membership is now 6077, distributed among 251 institutions. We believe that we as a faculty can do a service to Davidson by seeing that she has a reasonable representation in membership.

"The *Bulletin* of the Association, issued eight times during the academic year, contains in compact form a survey of the most important educational discussion of the day. A few of the topics in the last number are: The Relation of the Senior College and the Graduate School, Scientific Progress in Education, the Disappearing Personal Touch in Colleges, Gambling and the Educational Process, the Status of Freshman Week in Large Universities, Intelligence Tests, Politics and State Universities, etc.

"In case you are eligible (see 'Membership,' folder, p. 1) and wish to join, please fill out the application blank and send with check to either of the undersigned."

T. W. LINGLE
G. R. VOWLES

HARVARD, EDUCATION, A PROFESSION FOR COLLEGE GRADUATES.—

"In 1920, Harvard University established a Graduate School of Education. In the belief that education is now a profession wherein college graduates are greatly needed as leaders, in the conviction that training for educational leadership should be made an independent professional undertaking of the University comparable to the training offered for the older professions of medicine and the law, and in the hope that Harvard might set new and more substantial standards in this field, the University empowered the Faculty of Education to recommend its candidates for distinct professional degrees, the *Master of Education* (Ed.M.) and the *Doctor of Education*

(Ed.D.). At first these new degrees were closely aligned with the older degrees in the Graduate School of Arts and Sciences, the A.M. and the Ph.D. For the Ed.M. a single year of graduate study was required. The program for the Ed.D. paralleled closely the established program for the Ph.D. After seven years of experience in the administration of university training under an independent graduate faculty, Harvard now announces a new program for the professional training of college graduates in Education. This pamphlet presents the first public statement of these new requirements.

"Two years of graduate work are to be required for the degree of Master of Education. It has proved impossible to give in a single year such well-rounded and thoroughgoing professional training as the holder of the degree of Master of Education from Harvard University should have. Our students are not seeking merely such training in 'methods' as will enable them to teach acceptably; for they would not undertake graduate training at all if they did not look forward to constructive professional leadership in some form. We must look upon them, therefore, not primarily as students of the technique of teaching but as students of Education. To understand the major problems of the profession, to gain vision without becoming impractical, to develop technical competence, and with all this to combine advance in knowledge of a subject to be taught or of fields allied to Education, requires more than one year of study beyond the Bachelor's degree. . .

"The requirements for the degree of Doctor of Education will be modified in the direction of a more careful selection of candidates who give promise of originality and constructive power in dealing with important technical problems of educational theory and practice. The intent of the requirements for the Ed.D. is to maintain the work for that degree more securely on the level of creative research on problems of critical importance for the profession. . .

"A measure of skill in teaching may be won by trial and error in the school of experience; but wisdom for leadership in education 'cometh not by observation' and may even be defeated by the effects of unilluminated practice. In its new program, the Harvard Graduate School of Education is not attempting the impossible task of preparing inexperienced students to enter immediately upon positions of authority in the educational world; it expects to inculcate in them such modesty and patience as they will need in their work as

beginners; but it hopes to send them forth prepared to take their part in the cooperative work of education and to bring to bear upon the many problems they will face a broad understanding of the work in which they are engaged.

"The value of professional services is measured only in part by the salaries paid to professional workers. In education, salaries at the beginning are substantial, but the profession does not offer such prizes as the more successful practitioners can win in business or the law. On the whole, however, the tendency is toward better salaries for successful teachers and school officers, and no one need hesitate about entering the profession for fear that he will not be able to make a fair living if he can prove his competence. One of the best means for raising standards of payment in the profession is to make the work of the schools more scientific and more practically effective for social and individual ends. The expert in education is slowly coming into his own. Those who can profit by their opportunities to become skilful as teachers, wise in their guidance of individual boys and girls, and competent in the part they play in the general reorganization of education, will find their due reward both in money and in the respect of their fellowmen. . .

"The Harvard program must therefore be based, first of all, on a careful selection of students. With no disparagement of the work of institutions organized to meet the immediate need of the schools for large numbers of trained teachers, the Harvard Graduate School of Education can admit only a selected group of men and women who have already given promise of ability by the achievement of high standing in colleges and technical schools of established reputation. Admission to the Graduate School of Education will be granted accordingly, only after careful examination of the collegiate records of applicants for candidacy for the Harvard degrees. The standards of the School will be maintained also by a General Examination, which will be required of all candidates, over and above their course examinations, and which will serve to unify the entire program of instruction in the School. . .

"In the first year of candidacy for the degree of Master of Education, half the student's time will be spent upon required course. One full course 'Educational Institutions and Practices' will provide a survey of the major forms and problems of education in the modern world. In this course the development of certain institutions, practices, and problems will be traced historically, administrative

procedures and relationships in the schools will be discussed, types of educational service will be reviewed, foreign school systems will be compared with schooling in America, and the students will be brought into practical contact with school methods and procedures both old and new. The course will have as its specific aim to develop the student's power of judgment as to the relative significance of existing systems and procedures and the promise of new proposals.

"Another course 'The Principles of Educational Psychology and Mental Hygiene' in the first half-year, followed in the second half-year by a companion course 'Scientific Methods in the Study of Education,' offers an approach to the problems of education from a different standpoint. These courses will deal with psychology as a basis for education and with statistical procedure, laboratory experiment, and measurement as methods for the study of educational problems. They will provide at least an introductory training in the application of exact and quantitative methods in the study of psychological and pedagogical problems.

"In the second year, one-fourth of the student's time will be spent on required work. This will consist of a half-course in the first half-year dealing with individual development during childhood and youth and its meaning for education ('Individual Development in Education'), and a half-course in the second half-year dealing with education in relation to social institutions and social forces ('Social Policy and Education').

"These required courses, held in relationship by the General Examination, are designed in their entirety to provide a basis of general understanding for educational practice.

"The rest of the work for the degree will be elective and will be chosen under the advice of instructors in a number of special fields. The School will not offer curricula leading to every form of educational service, but for the following types of work, and perhaps for a few others, the School will offer definite preparation: secondary-school teaching in mathematics, English, French, science, and music; the work of the principal or supervisor in elementary schools, secondary schools, and vocational schools; the work of the superintendent of schools; the work of vocational counselors, school psychologists, and research workers in school departments of measurement and guidance; the work of the playground director or director of community recreation; the work of the college teacher of education.

"Students who are planning to become college teachers of Educa-

tion, college administrators, and normal-school principals and teachers will of necessity consider candidacy for the Doctor's degree, and some students who are preparing for higher administrative posts may also wish to enter upon a doctorate program. The policy of the Harvard Graduate School of Education is not in accord with the general tendency to encourage students in Education indiscriminately to seek the Doctor's degree. This degree should, we believe, be sought only by those who are capable of original and creative work and whose doctorate theses may stand as genuine contributions to our knowledge of Education. . .

"The Harvard Graduate School of Education conceives the work for the Doctor's degree as a type of professional study differing radically from the work which leads to the Master's degree. Doctorate study should not be governed, as we conceive it, by minute and hampering regulations. The degree should not be granted on any computation of time in residence nor any enumeration of courses. The main object in view is a contribution of value to the profession in the candidate's thesis."

Harvard University, Graduate School of Education.

MARYLAND, CHAPTER ORGANIZATION.—Owing to its "youth," the University of Maryland has been behindhand in one thing. This defect is now remedied.

On March 2, a group of members and those interested in the American Association of University Professors met for the purpose of organizing a chapter. About thirty were present including nearly all the Deans of the various colleges, those who were not present having sent their adhesion. The following officers were chosen to serve until an annual meeting to be held in May:

President: Arthur I. Andrews (History).

Vice-President: C. D. Pierson (Zoology).

Secretary-Treasurer: Charles D. Hale (English).

These officers were empowered to draw up a constitution and by-laws for presentation at the next meeting.

OREGON, SUPERIOR STUDENTS AND HONOR COURSES.—"The committee recognizes that one of the chief indictments of American universities at present is the prevailing practice of adjusting curricula and methods of instruction to the capacities and scholastic ambitions

of the average student. It is not at all surprising that courses of this kind fail to enlist the interest or challenge the powers of those favored by unusual endowment. The exceptional student soon finds that his reserve powers are seldom called into action, there is little room for the exercise of unusual gifts, and requirements formulated with reference to the average student foster habits of indifference and indolence which may even constitute a handicap in after life. Unless the University can supply the student of high intelligence and aptitude with opportunities commensurate with his powers and a continuing challenge to do his best, the institution, in its effort to accommodate the mass, is sacrificing its most precious material.

"The task of the committee was two-fold. In the first place, it had to devise ways and means for finding out the student of high intellect and ambition and segregating these as a separate group with characteristics and an esprit de corps of their own. It is obvious that this process of segregation must be well and thoroughly done. Since the privileges extended to those identified as superior students must, in the nature of things, involve a relaxation of requirements which now apply to students in general, the honor status must not be extended to those who would regard it as a license to loaf. The faculty must be assured of inclination as well as ability. There must be a certain measure of devotion to the scholarly ideal. The student must be motivated by a desire to pursue his investigation out of a sheer love for learning and an overpowering 'pride in thoroughness.' When it is understood that the status of honor student carries the privilege and the obligation of 'doing more work in his own way,' it may prove unattractive to many students now loud in their demands for recognition of special talent. Any program for dealing with superior students is based frankly on the assumption that a considerable part of the student body would, under proper conditions, sincerely prefer vigorous intellectual activity to mediocre accomplishment. Only on the assumption that the load voluntarily assumed by superior students will be increased rather than diminished will the faculty be willing to accept any radical departure from the present uniform requirements.

"To facilitate the process of selection referred to above, the Committee proposes to fix the end of the sophomore year as the point where a definite appraisal of students' capacity record and personality should be made. To this end the committee assumes the

availability of all data which the personnel committee and the Registrar's office can supply. A combination of high-school records with the student's record in lower division work, supplemented by all inferences that can be drawn from mental tests and personnel records should enable university authorities to predict with a fair degree of certainty the student's fitness for the honor status. By this process the faculty as a whole, or a *council for the administration of honors* would be able to recognize students of distinction and promise and prescribe appropriate methods of treatment during the remainder of their university work. This procedure would pave the way for sectioning on the basis of ability in upper division courses or the admission of specially qualified students to various types of honor work.

"A by-product of this winnowing process at the end of the lower division work may be the rejection of unpromising material as well as the conservation and further development of the best. The committee's plan contemplates the granting of a junior certificate at the end of the sophomore year, or soon after, which may be regarded as a certificate of graduation and honorable dismissal for those who do not wish to pursue a university course into the upper division or achieve the bachelor's degree. The successful completion of lower division work signalized by granting a certificate might satisfy the scholastic ambition of many who now feel obligated to reach the goal of a university degree. The institution might, while recognizing the right of others to continue their university course, frankly discourage mediocre students whose university careers are likely to be barren of any real results. There would be at this stage a positive selection of superior students who would not only be promoted to junior standing but promoted with honors not unlike those accorded to superior students upon receipt of the bachelor's degree.

I. Junior Certificate and Promotion to Upper Division

"It is believed by the committee that the appraisal of the students' work at the end of the sophomore year affords an opportunity to discharge even to the point of withdrawal certain students whose record during the first two years has given no convincing proof of ability to profit by University instruction. Believing that any drastic scheme of rejection would not at present meet with approval either of the student body or the state at large, the committee's

proposal takes form of denying upper division privileges and the receipt of a bachelor's degree to any student who has not made approximately three-fourths of his hours with a grade above V or who has for two terms or more failed to make nine hours a term. The committee proposes to give even such a student, however, a chance to redeem himself by making a record of 3.5 with a normal load for two terms, thereby qualifying himself to proceed toward a degree.

II. Organization of Honors Work

"To provide for the organization of honors work on a more definite basis the committee proposes to create a permanent Council on Honors Students, consisting of nine members to be appointed for a term of three years by the President. An executive officer is provided for by the election of a chairman and the registrar is designated as ex-officio secretary. The legislation also provides for an honors faculty consisting of all instructors giving work in conformity with the policy of the honors council. This body will from time to time be called into conference and will assist in formulating policies affecting honors courses or the privileges extended to honors students. The existing honors system is not scrapped but assimilated into the organization so far as it is consistent with the policies of the newly created council.

III. Administration of Honors Work

"In the sections dealing with administration the committee has not attempted to define rigidly the powers and duties of the honors council or prescribe in advance rules and regulations governing the conduct of honors work. It has attempted to define broadly and set up safeguards against the abuse of the honors privileges either by students or instructors. The council is given power to prescribe criteria for the selection of honor students, to use all legitimate means in fostering a spirit of independent study in the direction of doing more work in the students' own way, to encourage the establishment of comprehensive examinations given under the auspices of schools and related departments, such as the natural science groups or social science groups, and intended to test the mastery of a field of knowledge as broad as an honor student is expected to cover. On recommendation of department head and the honors council certain upper division requirements may be waived in case they

interfere with the pursuit of a specialized field of study which seems worthy of encouragement by the department and the honors council. It should be noted that none of the lower division requirements are to be waived and that honors students are to be held for the 186 hours necessary for graduation.

"The committee believes that the faculty will be willing to grant a large measure of freedom to the honors council in promoting a new system of instruction applicable to a group of students carefully selected on the basis of high-school records, mental tests, and distinction honorably won in two years of lower division work. In making such selections the honors council will be expected to utilize all the records of the registrar's office and the data compiled by the personnel committee. The supervision and extension of honors privileges will be at all times in harmony with a program in which the faculty has manifested a continuing interest and to which, the report assumes, they will be willing to give their sanction.

"To encourage faculty members to cooperate in the task of promoting the honors work, the council shall keep informed with regard to the time and effort devoted to extra work with honors students and so far as possible secure for such work adequate administrative recognition.

"Realizing that it is difficult to define in exact terms the privilege of the honor student or the functions of the honors council, the faculty delegates to the honors council a large measure of freedom in the matter of experimentation with a view to finding policies and methods of procedure suited to the organization and curricula of the University and the psychology of the superior student."

"Report of Committee on Superior Students and Honor Courses,"
University of Oregon.

UNION.—The Chapter usually holds six meetings during the college year and for the past two years has had an average attendance of twenty. The topics discussed cover a wide range, the talks being given informally. Some of the more interesting of recent topics were—Life of a Contemporary Undergraduate at Oxford; China's Foreign Relations; Engineering Education; Research and the College Instructor; the Sixth International Philosophical Congress.

The Chapter Letters are read and acted upon at the beginning of each meeting and light refreshments are served during a social period at the close.

The present membership of 34 includes all but four of the faculty who are eligible for membership.

HENRY A. SCHAUFFLER, *Secretary*.

UNIVERSITY OF WASHINGTON.—After the dismissal of President Suzzallo in October, 1926, an attempt was made to secure the recall of the Governor—a process necessarily slow and laborious with various political ramifications. The Governor's nominations of regents have been rejected by the hostile senate. But since the adjournment of the legislature the five nominees have been given recess appointments and the supreme court has passed favorably on the legality of their appointment and the adjutant-general on that of President Suzzallo's dismissal. The internal situation of the university is said to be nearly normal. So far as the state laws are concerned, a member of the faculty may be dismissed at the pleasure of the regents but this action has been taken in only two cases beside that of the president. The acting president and the dean of faculties have been taken from the faculty and have the confidence of their colleagues and the faculty has been considerably treated by the regents.

WESLEYAN UNIVERSITY, UNDERGRADUATE SURVEY COMMITTEE.—

“... The questions of tutorial instruction, comprehensive examination, and honors work are inextricably interwoven. No one of them can be solved altogether without solving the other two; and the whole process must, in our opinion, be one of slow modification of our present methods, rather than any new and radical experiment.

“The best we can do is to suggest directions along which to work. Conditions vary greatly between different departments, and a method which would work well in one may work very poorly in another. In general, then:

“1. The Comprehensive Examination should be extended to all departments, except mathematics and perhaps some of the natural sciences. . .

“2. Reading for the comprehensive should begin at the beginning or middle of the junior year.

“There is a strong feeling, in some departments, that the comprehensive examination requires more work than students can accomplish in the time available. For three hours credit a man is

asked to do more than the equivalent of an ordinary three hours' course. This obstacle can be overcome, not by lowering the standard of thoroughness in the comprehensive, but by giving students more time to do their work. Hour credit should be given for reading started during the junior year and continued over the summer interval between the junior and senior years.

"3. The Tutorial system should be experimentally introduced in one of the departments now requiring a comprehensive examination. (Student vote 383 to 28, or 93% favorable.)

"By 'Tutorial system' we mean any system essentially similar to that now employed at Harvard for aiding a man to acquire a broad and thorough grasp of his major subject. The important feature of it is individual contact of each man with a member of the faculty who guides his reading in the major field, and discusses with him the important questions encountered. . .

"4. Every department should offer an honors course. (Student vote 373 to 31, or 92% favorable.)

"By an 'honors course' we mean a special system of study in the major field, which a man may elect at the beginning of his junior year if he shows more than average ability. The details of the course would vary with the major department, but its essential features in each case would be: (a) a more intimate knowledge of the field; (b) a larger proportion of work done independently by the student's own reading or research; (c) more personal contact between teacher and student; (d) a 'degree with distinction' as it is given at Harvard, to recognize the successful completion of the course, and to encourage more men to take it.

"In other words, the tutorial system described above should be tried experimentally with all students in one department and also with the best students in every department. It does not mean any fundamental change in our present methods. The committee believes that the ideal method would be something similar to that of Swarthmore, by which 'honors' and 'pass' men are treated quite differently after the beginning of the junior year. Honors men, under this system, would not be required to take any systematic courses at all, but would do intensive, independent study in a group of related subjects, under the personal guidance of faculty members. . .

"5. In order to allow faculty members more time for tutorial work in connection with the comprehensive examination and honors work, a serious effort should be made to cut down their work in

other lines, such as administrative detail and committee duty. The following expedients are suggested as possible methods of reducing motion which is relatively wasteful, and are not to be considered as ends in themselves:

"(a) The number of advanced courses offered might be reduced. It is true that advanced courses are much more valuable, as a rule, than elementary ones; but on the other hand it would seem as though much of the information obtained in the very small advanced classes might also be obtained by means of tutorial work or comprehensive group meetings. . .

"(b) The number of courses required of juniors and seniors might be reduced. In order to balance this, the courses given might be made harder, or the student's extra time might be taken up with reading under direction for the comprehensive. The extension of comprehensive preparation and honors work into the junior year with double credit given is a step in this direction.

"(c) The amount of time spent correcting written work and examinations might be cut down in every part of the college course. . ."

"Report of the Undergraduate Committee,"
in *Wesleyan University Bulletin*, March, 1927.

MEMBERSHIP

MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and sixty-three members, as follows:

Agnes Scott College, Jean S. Davis, Emily S. Dexter, Leslie J. Gaylor, Emily E. Howson, H. A. Robinson, Catherine Torrance; **Amherst College**, G. R. Elliott; **Bethany College**, R. V. Cook; **Carnegie Institute of Technology**, Ida H. Spurrier, W. R. Work; **Central Missouri State Teachers College**, H. H. Bass, E. B. Brown, E. A. Collins, C. B. Hudson, C. F. Martin, W. C. Morris, W. E. Morrow, W. W. Parker, H. A. Phillips, G. W. Stevens, F. W. Urban; **Davidson College**, C. R. Harding; **University of Delaware**, H. R. Baker, Leo Blumberg, W. F. Lindell, Erwart Matthews, G. P. Paine, R. W. Thoroughgood; **University of Denver**, R. J. D. Walters; **Duke University**, C. B. Hoover; **Georgia State College for Women**, Florence M. Barnett, Euri B. Bolton, Winifred G. Crowell, Alice C. Hunter, Amanda Johnson, Lilas Myrick, Alice Napier, Clara M. Nixon, Mamie Padgett, Edwin H. Scott, Annette Steele, Osceola A. Thaxton, Kathleen W. Wootten; **University of Illinois**, A. O. Craven, F. C. Dietz, J. G. Randall, W. S. Robertson; **Iowa State College**, E. R. Becker, Knute Bjorka, C. S. Dorchester, F. L. Garlock, George Hendrickson, W. H. Hughes, Maud McCormick, H. T. Ross, J. M. Shaw, H. O. Smith, Helen F. Smith, C. H. Werkman, Elsie Wertheim; **Johns Hopkins University**, M. M. Metcalf; **Lehigh University**, S. M. Brown, C. S. Fox, R. W. Hall, J. S. Long, S. S. Seyfert; **University of Maryland**, Grace Barnes, A. N. Johnson, C. F. Kramer, F. E. Lee, M. Marie Mount, A. J. Newman, C. S. Richardson, R. H. Skelton, T. H. Spence, S. S. Steinberg, W. M. Stevens, Claribel P. Welsh; **Michigan State College**, Albrecht Naeter; **Mississippi State College for Women**, Maude Cheek, Martha O. Eckford, Clytee R. Evans, Agnes E. Filler, Lena Vaughn, Cora Q. Walker, Alice Wildman; **University of Missouri**, E. L. Morgan; **Mount Holyoke College**, Marion L. Ayer, Suzanne Dedieu; **Mount Union College**, R. G. Harshman; **University of Nebraska**, K. M. Arndt, F. C. Blood, H. E. Bradford, D. F. Cole, H. G. Deming, G. H. Doane, H. C. Filley, A. H. Jensen, F. D. Keim, E. E. Lackey, W. J. Loeffel, C. E. McNeill, H. W. Manter, C. C. Minter, F. E. Mussehl, J. O. Rankin, R. D. Scott, L. A.

Sherman, D. D. Whitney; **University of New Hampshire**, H. H. Scudder; **New York State College for Teachers**, A. K. Beik, Harry Birchenough, D. Hutchison, W. G. Kennedy, Elizabeth H. Morris, Helen M. Phillips, C. E. Power, Hazel A. Rowley, Jesse F. Stinard, Adam A. Walker; **Northwestern University**, H. P. Dutton, C. D. Hurd, H. D. Simpson; **University of Oklahoma**, Helen H. Hamill, L. E. Swearingen; **Olivet College**, K. G. Hance, Clara Hartley, O. E. Shefveland, A. B. Stowe; **University of Pittsburgh**, C. Engelder; **Princeton University**, H. B. VanHoesen; **Shorter College**, Ruby U. Hightower; **University of Southern California**, Clyde Belford, H. D. Campbell, W. McC. Cunningham, G. J. Eberle, W. W. Scott; **Temple University**, J. A. Lesh; **Tufts College**, H. M. Chadwell; **University of Vermont**, A. D. Butterfield; **University of Virginia**, A. J. Barlow, A. F. Macconochie, Dumas Malone, Alexander Vyssotsky, F. A. Wells; **Washington University**, Joseph Battista, J. H. Brown, G. R. Dodson, H. S. Gasser, A. S. Langsdorf, A. O'Reilly, Edmond Siroky; **Wesleyan College**, W. K. Greene; **West Virginia University**, A. R. Collett; **Western College**, Marjorie K. Bacon; **Western Reserve University**, H. S. Booth, E. C. Cutler; **University of Wisconsin**, F. D. Cheydleur, C. D. Cool, F. H. MacGregor, P. B. Potter, W. E. Sullivan, Helen C. White.

NOMINATIONS FOR MEMBERSHIP

The following seventy-one nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before April 10, 1927.

The Committee on Admissions consists of F. A. Saunders (Harvard), *Chairman*, W. C. Allee (Chicago), Florence Bascom (Bryn Mawr), A. L. Bouton (New York), E. S. Brightman (Boston), J. Q. Dealey (Brown), E. C. Hinsdale (Mt. Holyoke), A. L. Keith (South Dakota), G. H. Marx (Stanford).

Oakes Ames (Botany), Harvard

C. E. Anibal (Romance Languages), Ohio State

Elmer A. Beller (History), Princeton

L. M. Bellerose (French), Williams

Edward Berman (Economics), Illinois

N. Henry Black (Education and Physics), Harvard

C. H. Brown (Library), Iowa State

C. M. Brown (Pharmacy), Ohio State

B. R. Buckingham (Education), Ohio State

T. D. Butterfield (Mechanical Engineering), Lehigh

Paul F. Clark (Pathology and Bacteriology), Wisconsin

Ralph S. Dewey (Economics), Ohio State

Carroll W. Dodge (Botany), Harvard

D. J. Duncan (Business Administration), Colorado

W. C. DuVall (Electrical Engineering), Colorado

W. Y. Elliott (Government), Harvard

F. H. Ewerhardt (Medicine), Washington

T. M. Greene (Philosophy), Princeton

Edith M. Harn (Spanish), Agnes Scott

W. A. Harris (Greek), Richmond

F. C. Harwood (Classics), Nebraska

Frederick Horridge (Education), Ohio State

John A. Hunter (Mechanical Engineering), Colorado

Winifred Hyde (Philosophy), Nebraska

Elizabeth F. Jackson (History), Agnes Scott

J. Hugh Jackson (Accounting), Stanford

Vladimir Jelinek (English), Washington

¹ Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

A. L. Jones (Philosophy), Columbia
Paul V. Jones (History), Illinois
F. L. Kennedy (Engineering), Harvard
Howard L. Kingsley (Psychology), Goucher
H. C. Koch (Education), Nebraska
Grace W. Lardrum (English), Richmond
Forrest E. Long (Education), Washington
V. P. Lubovich (Physics), Colorado
J. M. McConnell (History), Davidson
D. R. McGrew (Public Speaking), Davidson
W. B. Mahan (Philosophy and Psychology), Arkansas
R. P. Marsh (Biology), Gettysburg
Fritz Marti (Philosophy), Goucher
F. N. Maxfield (Psychology), Ohio State
Minnie J. Merrells (Education and Psychology), Temple
John W. Miller (Philosophy), Williams
Sherwood Moore (Medical), Washington
John H. Mueller (Sociology), Oregon
Bert A. Nash (Psychology), Ohio State
Amalie K. Nelson (Psychology), Ohio State
Edwin W. Pahlow (Education), Ohio State
H. J. Peterson (Psychology), Ohio State
Clyde Pharr (Classics), Vanderbilt
J. S. Pray (Landscape Architecture), Harvard
Samuel Renshaw (Psychology), Ohio State
C. M. Richards (Bible), Davidson
Edna Davis Romig (English), Colorado
Ernest Sachs (Medicine), Washington
A. W. Scott (Law), Harvard
John E. Shepardson (Electrical Engineering), Ohio State
Robert E. Spiller (English), Swarthmore
Harlan T. Stetson (Astronomy), Harvard
Henry H. Stevens (German), Harvard
Kenneth P. Stevens (Biology), Princeton
V. T. Thayer (Education), Ohio State
Willard Thorp (English), Princeton
Herbert A. Toops (Psychology), Ohio State
E. R. Tucker (Mathematics), Texas Christian
Maurice C. Waltersday (Economics), Washington and Jefferson
Oscar H. Werner (History), Nebraska

Wilford L. White (Business Administration), Harvard
 Jennie Whitten (French), Normal University (Illinois)
 Jean Wilson (Latin), Goucher
 M. W. Wilson (Chemistry), Northwest Missouri
 Frank L. Wright (Education) Washington